

PE

1113

.W24



PEW 3
W 24

22
10975
W

OUTLINES
AND
EXERCISES
IN
ENGLISH
GRAMMAR

By _____

Nellie B. Wallbank.

CHICAGO.

A. FLANAGAN, PUBLISHER.

The Teacher's

Helper

Is the result of a wish on the part of the publishers to issue in a cheap form, Guides or Helps to Teachers on given subjects, and also excellent Supplementary Reading, at a low price. Each issue is complete in itself. No pains will be spared to obtain the best material that can be had from active, prominent and successful persons now teaching

The numbers as issued are:

VOLUME 1.

No. I.	Aug., 1894.	Cooke's Nature Myths and Stories.
" II.	Sept., "	Ensign's U. S. History Outlines.
" III.	Oct., "	Burton's Outlines of English Grammar.
" IV.	Nov., "	Nelson's Outlines of Elementary Science.
" V.	Dec., "	Rice's Outlines in History and Literature.
" VI.	Jan., 1895.	Nameless Stories, Supplementary Reading.
" VII.	Feb., "	Study of Hiawatha, Teachers' Edition.
" VIII.	March, "	Norse Gods and Heroes.
" IX.	April, "	Castle's Entertainments, No. 1.
" X.	May, "	Introductory Guide to Nature Study.
" XI.	June, "	Walks and Talks, by Wm. Hawley Smith.
" XII.	July, "	Helper in School Entertainments.

VOLUME 2.

No. I.	Aug., 1895.	Fables and Facts Stories.
" II.	Sept., "	Cat Tails and Other Tales.
" III.	Oct., "	Three Little Lovers of Nature.
" IV.	Nov., "	Castle's Entertainments, No. 2.
" V.	Dec., "	Legends from the Red Man's Forest.
" VI.	Jan., 1896.	Victor in Buzzland, Natural History.
" VII.	Feb., "	Taylor's Literary Work in the Schoolroom.
" VIII.	March, "	Stories from American History, Ellis.
" IX.	April, "	Pritchard's Choice Dialogues.
" X.	May, "	Nature and History Stories.
" XI.	June, "	Ways, Methods and Devices of 1,000 Prominent Teachers.
" XII.	July, "	Epochs in American History, Ellis.

VOLUME 3.

No. 1.	Aug., 1896.	Scientific Temperance Manual.
" II.	Sept., "	Leading American Industries.
" III.	Oct., "	Lewis' History Outlines.
" IV.	Nov., "	Our Gold Mine.—Sequel to Black Beauty.
" V.	Dec., "	Strike at Shanes. " "
" VI.	Jan., 1897.	History of My Friends, or Home Life with Animals.
" VII.	Feb., "	Lives of the Presidents.—Ellis.
" VIII.	March, "	Select Stories—Bass.
" IX.	April, "	Our Friends, The Birds.
" X.	May, "	The Pied Piper and Other Stories enlarged.
" XI.	June, "	Talks about Common Things.
" XII.	July, "	Outlines and Exercises in English Grammar.

Subscription Price, \$2.00 per Volume. Any number 25c.

A. FLANAGAN, Publisher, 267 Wabash Ave., Chicago.

OUTLINES AND EXERCISES

IN

ENGLISH GRAMMAR

P. Y. ✓

NELLIE B. WALLBANK

INSTRUCTOR IN ENGLISH LANGUAGE IN IOWA STATE NORMAL SCHOOL
CEDAR FALLS, IOWA

2616
5515
36716-021

CHICAGO :
A. FLANAGAN, PUBLISHER

75.11.3
75.11.4

34
10 17 21
81

COPYRIGHT 1897
BY
NELLIE B. WALLBANK

21

PREFACE.

It has not been the intention in the preparation of this work to produce a book that will take the place of a text book in grammar, but one that will serve for the assignment of all class work, to be used with any thorough, advanced grammar. The book is suitable for advanced classes—as classes in high schools, teachers' institutes, academies and normal schools. The fact that nearly all of the grammars at all suitable for such classes do not contain sufficient exercises for drill work, has led to the preparation of the book.

The subject is considered in two parts—analysis of the sentence and discussion of the parts of speech.

Analysis. The importance of analysis cannot be doubted. Aside from the reasoning power developed, it has no superior as an exercise in enabling the pupil to express his thoughts and to understand the expressed thoughts of others. The plan of the book is to present the elements of the sentence *one at a time*, with sufficient exercises under each to insure its being well understood. The elements are presented first in the simplest form—the word—then in the form of the phrase, and afterward in the form of the clause.

Parts of Speech. Each part of speech is considered first as to its classes, then as to its properties, each point being fully illustrated by sentences.

The exercises as to their character and length have been determined by the apparent needs of classes in this subject. The sentences in the various exercises have been selected from a number of works on English study and from general literature. It is the purpose throughout to insist on the use of reason rather than memory—to study sentences by their meaning rather than by their form.

The first aim has been to make the book practical—to develop such principles of language as shall be of value in higher English study; to bring about such an understanding of our language as shall lead to a better use of words and to clearer constructions.

The valuable criticism of Mr. M. W. Bartlett, professor of English language and literature in the Iowa State Normal School, is highly appreciated.

NELLIE B. WALLBANK.

MAY 26, 1897.

TABLE OF CONTENTS.

Outlines and Exercises in English Grammar.....	7
The Sentence.....	8
Classes	8
Elements.....	9
Uses of the Parts of Speech.....	10
Nouns and Pronouns.....	10
Verb	11
Adjective.....	11
Adverb.....	12
Preposition	12
Conjunction	12
Interjection.....	12
Verbal.....	12
The Complement.....	13
Object Complement.....	13
Subjective Complement.....	14
Objective Complement.....	16
Miscellaneous Exercises on Complements.....	18
The Noun or Pronoun as Adjective Modifier.....	20
The Noun or Pronoun as Adverbial Modifier.....	22
Independent Elements.....	26
The Phrase.....	27
Prepositional Phrase.....	27
Verbal Phrase.....	30
Notes and Cautions.....	32
Noun Uses of the Infinitive Phrase.....	34
Adjective, Adverbial and Independent Uses of the Infinitive Phrase...	35
Noun Uses of the Participial Phrase.....	36
Adjective, Adverbial and Independent Uses of the Participial Phrase...	37
The Verbal.....	39
The Clause.....	40
Adjective Clause.....	41
Adverb Clause.....	44
Noun Clause.....	47
Abridged Clause.....	50
Complex Sentences for Analysis.....	52
Compound Sentences for Analysis.....	55
Miscellaneous Sentences for Analysis.....	57
Full Outline of the Sentence.....	59

PARTS OF SPEECH.

CLASSES AND PROPERTIES.

The Noun.....	61
The Pronoun.....	61
Points to Notice in the Use of Pronouns.....	64
Properties of the Noun and Pronoun.....	67
Gender.....	67
Person.....	68
Number.....	68
Case.....	75
Nominative Case—Constructions.....	75
Possessive Case—Constructions.....	78
Objective Case—Constructions.....	78
Notes on Case.....	81
Possessive Case—Forms of Nouns.....	82
Points to Notice in the Use of Possessive Forms.....	88
Gender, Person and Number of Pronouns.....	87
The Verb.....	89
Properties of the Verb.....	91
Voice.....	91
Tense.....	93
Mode.....	93
Person.....	94
Number.....	94
Conjugation.....	94
Synopsis of the Verb “See”.....	95
The Subjunctive Mode.....	96
Shall and Will.....	98
May and Can.....	101
Agreement of the Verb with Its Subject.....	101
Progressive and Passive-Voice Forms.....	104
The Adjective.....	106
Points to Notice in the Use of Adjectives.....	107
The Adverb.....	110
Points to Notice in the Use of Adverbs.....	111
The Verbal.....	114
Voice.....	115
Form.....	115
Tense.....	115
Points to Notice in the Use of the Verbal.....	116
The Preposition.....	117
Points to Notice in the Use of Prepositions.....	118
The Conjunction.....	120
The Interjection.....	122
Miscellaneous Sentences for Correction.....	122
Selections from Longfellow’s “Evangeline”.....	125

OUTLINES AND EXERCISES

IN

ENGLISH GRAMMAR.

INTRODUCTORY QUESTIONS.

What is language? An idea? A word? A thought? A sentence? A clause? A phrase?

What is grammar? What are the aims in studying grammar? Its importance?

What is analysis? Of what use is it?

On what basis are the words of our language divided into parts of speech? Name the parts of speech. Define them. Learn the origin of each name as given below:

NOUN Lat. *nomen*, name.

PRONOUN Lat. *pro*, for + noun. For a noun.

VERB Lat. *verbum*, a word. (Why so called?)

VERBAL Verb + Lat. *al*, pertaining to. That which has the nature of a verb.

ADVERB Lat. *ad*, to + verb. That which belongs to a verb.

ADJECTIVE Lat. *ad*, to + *ject* (*jacere*), to cast + *ive*, that which. That which casts to a noun.

PREPOSITION . . . Lat. *pre*, before + *posit* (*positiv*), to place + *ion*, that which. That which is placed before. (Why so called?)

CONJUNCTION . . . Lat. *con*, together + *junct* (*junctum*), to join + *ion*, that which. That which joins together.

INTERJECTION . . Lat. *inter*, between + *ject* (*jacere*), to cast + *ion*, that which. That which is cast in between.

Give the part of speech of words found in the *Miscellaneous Complex Sentences*, pages 52 and 57.

THE SENTENCE.

I. CLASSES.

1. According to form.

a. Simple.

The general acted wisely.

The general showed wisdom in his actions.

The general commanding that army showed wisdom.

b. Complex.

The general showed *that he was wise*.

The general showed wisdom *when he gave those orders*.

The general *who commanded that army*, showed wisdom.

c. Compound.

The general acted wisely, but his army was defeated.

The general gave the command and it was obeyed.

The general showed himself worthy of respect, therefore the soldiers respected him.

2. According to use.

a. Declarative.

The boys study diligently.

Boys, you must study diligently.

b. Interrogative.

Do the boys study diligently?

c. Imperative.

Boys, study diligently.

d. Exclamatory.

How diligently the boys study!

The boy! Oh! where was he?

NOTE.—Some authors do not give the exclamatory sentence as a separate class, but classify such sentences with one of the other classes. For instance, example 1 above would be called a declarative sentence, and example 2, an interrogative sentence.

EXERCISE.

Classify the following sentences according to form and use:

1. How are the mighty fallen!
2. Love all, trust a few.
3. Wisdom is the principal thing; therefore, get wisdom.
4. How sleep the brave that sink to rest!
5. And he said: "How old art thou?"
6. Hence! home, you idle creatures; get you home.
7. You must go now if you go at all.
8. Let us then be up and doing.
9. Hold you the watch tonight? We do, my lord.
10. When did they say, "Come with us?"

II. ELEMENTS.

1. Subject.
The *boy* recites.
2. Predicate.
The boy *recites*.
3. Complement.
 - a. Object complement.
The boy recites his *lesson*.
 - b. Subjective complement.
The boy is *diligent*.
 - c. Objective complement.
They elected the boy *president* of the society.
4. Modifier.
 - a. Adjective modifier.
The *diligent* boy will succeed.
 - b. Adverbial modifier.
The boy studies *diligently*.
5. Connective.
The boy learns *because* he studies.
The boy *who* studies will learn.
The boy studies *and* profits by it.
6. Independent.
Oh, has he gone?
Boys, go at once.
Now, the story runs thus.

USES OF THE PARTS OF SPEECH.

I. NOUNS AND PRONOUNS.

1. Subject.

Longfellow wrote *Evangeline*.

Who wrote *Evangeline*?

2. Object complement.

Longfellow wrote *Evangeline*.

The people honor *him*.

3. Subjective complement.

Longfellow was a *poet*.

Who was Longfellow?

4. Objective complement.

Longfellow called his poem *Evangeline*.

What did Longfellow call his poem?

5. Adjective modifier.

a. Appositive.

We read the poem *Evangeline*.

It was Longfellow, *he* who wrote *Evangeline*.

b. Possessive modifier.

Longfellow's poem *Evangeline* is considered one of *his* best writings.

6. Adverbial modifier.

a. Indirect object.

The people give *Longfellow* much praise, because he has left *them* good literature.

b. Adverbial object.

Longfellow lived seventy-five *years*.

Longfellow died when he was seventy-five *years* old.

Longfellow lived in America *most* of his life.

7. Independent.

a. By exclamation.

Poor *man*! he was in deep distress.

Ah, *me*! that I had gone.

b. By pleonasm.

The *smith*, a mighty man is he.
All who will, let them come.

c. By direct address.

My *friend*, come with me.
 Roll on, *thou* deep and dark-blue ocean, roll!

8. Absolute.

**a.* Subject of an abridged clause used adverbially.

Our *friends* being here, we did not go.
They being here, we did not go.

†*b.* After a verbal.

To be a *soldier* requires courage.
 To be *he* is not desirable.

9. Object of a preposition.

The work done by that *man* reflects great credit on *him*.

II. VERB.

1. Finite. Predicate of a sentence or an unabridged clause.

I *thought* that he *was* the man.

2. Non-finite. Predicate of an abridged clause.

a. Infinitive form.

I thought him *to be* the man.

b. Participial form.

I did not think of his *being* the man.

III. ADJECTIVE.

1. Adjective modifier.

A *great* man is a *wonderful* power in *the* universe.

2. Subjective complement.

Some men are born *great*.

Few men become truly *great*.

3. Objective complement.

His own works made him *great*.

*See abridged clause, p. 50. This construction is named by some authors absolute phrase.

†Same as subjective complement except it does not refer to a preceding word.

§4. Absolute.

To be *great* is his desire.

IV. ADVERB.

1. Adverbial modifier.

He studies *diligently now*.

When will he go *there*?

2. Connective.

He will go *when* you call and *wherever* you desire.

3. Independent.

Now, the story runs thus.

Well, proceed with the story.

V. PREPOSITION.

Leader of prepositional phrase. Not an element in itself.
See Prepositional phrase, page 27.

VI. CONJUNCTION.

1. Connective.

He was told to go, *but* he stayed.

Although he was told to go, he stayed.

VII. INTERJECTION.

1. Independent.

Hurrah! hurrah! the victory is won.

Alas! the boy is dead.

VIII. VERBAL.

See Infinitive and Participial phrases, pages 34. and 36

?Same as subjective complement except it does not refer to a preceding word.

THE COMPLEMENT.

OBJECT COMPLEMENT.

Definition.—The **Object Complement** completes the verb or verbal and names the receiver of the act.

Tests:

1. The verb expresses action.
2. The object is affected by the act.
3. The object complement may be made the subject by changing the verb to the passive voice.

NOTE.—*Object complement* names an office in the sentence, while *object* expresses the relation to the verb. An object may be either object complement or subject. See Voice, page 91.

EXERCISES.

Fill each blank in the following sentences with a noun or pronoun used as object complement:

1. The pupils read _____.
2. We shall easily find _____.
3. The farmer sold _____.
4. _____ did he see?
5. All the people admire _____.
6. What _____ he possesses!
7. Whose _____ has he?
8. He cannot govern _____.
9. He goes about seeking _____.
10. He went to obtain _____.

Form sentences using an object complement after each of the following verbs:

Reward, purchase, may have heard, will produce, studies, sings, lay, laid, has fought, can punish, began, did, have, writes, raises, sank, woke, set, had proved, will choose, threw, had taught, paid, can bear, has sent.

Name the words that are used as object complements in the following sentences. Apply the tests.

1. Hard study will accomplish wonders.
2. The storm had cleared the air.
3. Hope lightens our heaviest burdens.
4. Hast thou courage?
5. My son, you have done right.
6. These books, Mary left on the stair.
7. The children ran races in the park.
8. Gladly the martyr laid down his life.
9. Prudence has always marked his course.
10. Sweet lullabies the mother was singing to her babe.
11. Other hope had she none.
12. Love thyself last.
13. The swimmer bravely breasted the waves.
14. He came home to see his mother.
15. Education expands and elevates the mind.
16. Love one another.
17. He lifted the weight to show his strength.
18. He helped himself by doing his duty toward others.
19. He treated rich and poor alike.
20. We shall never see his like again.

SUBJECTIVE COMPLEMENT.

Definition.—The **Subjective Complement** completes the verb or verbal and belongs to the subject.

Tests:

1. The verb expresses being or state of being, unless it is a verb in the passive voice.
2. When the subjective complement is a noun element, it represents the same person or thing as the subject.
3. When the subjective complement is an adjective element, it modifies the subject.

EXERCISES.

*Fill each blank in the following sentences with a **noun** or **pronoun** used as subjective complement then with an **adjective***

used in the same way. Notice the difference between the noun and the adjective.

1. Lincoln was ———.
2. Lincoln is called ———.
3. These flowers are ———.
4. The children became ———.
5. Can you be ———?
6. (*Pronoun*) was Tennyson? Was Tennyson (*Adjective*)?
7. Their parents should be ———.
8. He desires to be considered ———.
9. His being ——— brings him honor.
10. He denies being ——— at that time.

Form sentences using a subjective complement after each of the following verbs:

Is, became, seems, fell, stood, hung, has been chosen, will be, may have been, was named, might be struck, were, could have been, can become, was built, had been appointed.

Name the nouns and pronouns that are used as subjective complements in the following sentences. Apply the tests.

1. He is a great author.
2. The child will be a builder.
3. The girl became an artist.
4. Agriculture is the parent of all industries.
5. Wisdom's ways are ways of pleasantness.
6. It could not have been he.
7. Fame is the fragrance of heroic deeds.
8. Man became a living soul.
9. Victor Hugo was a French scholar, poet and statesman.
10. Benevolence is a duty and a pleasure.
11. Is not the elm your favorite tree?
12. Absence of occupation is not rest.
13. Who became president?
14. He did not think of being made president.
15. The man was considered a miser.
16. Napoleon died an exile.

17. Franklin began as an apprentice, but soon became proprietor.
18. This book is mine, not hers.
19. What a piece of work is man !
20. He is said to be an authentic historian.

*Name the **adjectives** that are used as subjective complements in the following sentences. Apply the tests.*

1. Our souls are immortal.
2. Children should be obedient.
3. Mountain scenery is sublime.
4. In the autumn oak leaves become brown.
5. The distant hills look blue.
6. Shall we always be youthful and laughing and gay ?
7. The day is cold and dark and dreary.
8. The soldier lay lifeless on the battle field.
9. The water tastes warm.
10. The mercury stands very high to-day.
11. Bright and glorious is that revelation.
12. Are the sea and the sky equally beautiful ?
13. The cry sounded clear and shrill.
14. The dog went mad.
15. Fair blooms the lily.
16. Hard things become easy by use.
17. Do be quiet.
18. The slaves were set free in 1863.
19. Humility has been called the mother of all virtues.
20. He was sent out as a spy.

OBJECTIVE COMPLEMENT.

Definition.—The **Objective Complement** completes the verb or verbal and belongs to the object complement.

Tests:

1. It follows the object complement in the sentence.
2. It adds to or completely changes the assertion.
3. When the objective complement is a noun element, it represents the same person or thing as the object complement.
4. When the objective complement is an adjective element, it modifies the object complement.

NOTE.—Since the objective complement bears the same relation to the object complement as the subjective complement bears to the subject, the objective complement will become the subjective complement if the object complement is made the subject. The subjective complement will then follow a transitive verb in the passive voice. (See abridged clause, page 50. for further notes on the objective complement.)

EXERCISES.

Fill the blanks in the following sentences with words used as object complements and objective complements:

1. They will elect ———.
2. They will name ———.
3. ——— did they name ———?
4. The carpenters built ———.
5. They tried to elect ———.
6. The boy desires to name ———.
7. It is necessary to keep ———.
8. Such trouble may drive ———.
9. Keeping ——— is her only duty.
10. The people thought of making ———.

Form sentences using an objective complement after each of the following verbs:

Painted, can bleach, struck, will make, may appoint, swept, called, have chosen, had cut, colored.

Name the nouns and pronouns that are used as objective complements in the following sentences. Apply the tests.

1. The Turks call their ruler Sultan.
2. The club has chosen Roy captain.
3. The president has appointed Mr. Clark postmaster.
4. Time makes the worst enemies friends.
5. We call such men geniuses.
6. What do you call that fruit?
7. Do you call that fruit?
8. They employed him as guide and attendant.
9. Many people regard winter as a season of enjoyment.
10. We may well expect to see him a great man some day.

11. James was punished for calling his playmate a coward.
12. Madame de Stael calls beautiful architecture frozen music.
13. He named his uncle as his guardian.
14. What did they decide to name the place?
15. They decided to name the place Princeton.
16. We should consider time as a sacred trust.
17. She calls her son Thomas, but the boys call him Tom.
18. They have made their home a very palace.
19. They sent him out as a spy.
20. The critics think the picture a work of genius.

*Name the **adjectives** that are used as **objective complements** in the following sentences. Apply the tests.*

1. A word of praise made him happy.
2. The people call her extravagant.
3. The judge pronounced him guiltless.
4. Lincoln set the slaves free.
5. Fear kept him quiet.
6. Get the horses ready immediately.
7. The boys shouted themselves hoarse.
8. We tried to make him comfortable.
9. A few critics have pronounced the work perfect.
10. Attention held them mute.
11. His eloquence had struck them dumb.
12. The leaven renders the bread porous.
13. The orator held the audience spellbound.
14. They will build the house long and narrow.
15. What makes the sky so bright?
16. We found the journey very long and tiresome.
17. He will be apt to consider the task easy and pleasant.
18. Some deemed him wondrous wise, and some believed him mad.
19. Finding the house comfortable and pleasant, they remained there.
20. Custom renders the feelings blunt and callous.

MISCELLANEOUS EXERCISE ON COMPLEMENTS.

*Name all the **complements** in the following sentences and tell what **kind of complement** each one is. Apply the tests.*

1. He obeyed the leader.
2. He became leader.
3. They made him leader.
4. He was made leader.
5. Who is the leader?
6. Who became leader?
7. In every life the post of honor is the post of duty.
8. He looks thoughtful, but acts thoughtlessly.
9. James seemed the most disappointed person in the company.
10. The poet calls a boy's will the wind's will, and the thoughts of youth long, long thoughts.
11. I really thought him dishonest and should have arrested him within twenty-four hours.
12. What means this gathering crowd?
13. He received the money as a present.
14. He returned one book and borrowed another.
15. He went a foe and returned a friend.
16. He came to the throne as ruler at an early age.
17. They left the door open.
18. The door was left open.
19. The door stood open and that made the room light.
20. Our state is called Iowa.
21. He can become a great man, but idleness will not make him so.
22. Tomorrow may be never.
23. He came here as a delegate.
24. They sent him as a delegate.
25. He was sent as a delegate.
26. Too much fear is an enemy to good deliberation.
27. On such occasions, the captain of the guard seemed officious, and showed himself a veritable tyrant.
28. The new officer turned out a good leader. (Two meanings).
29. He won the applause of a few people, but lowered himself in the estimation of many.
30. Home should be considered as the center of joy.
31. The doorstep to the temple of wisdom is a knowledge of our own ignorance.
32. Vanity makes the whole world false.
33. Gaming finds a man a cully and leaves him a knave.
34. An honest heart possesses a kingdom.

35. Sin is regarded as the fruitful source of sickness.
36. Refinement creates beauty everywhere.
37. Virtue is called by the poet the only unfading flower on earth.
38. Ambition has made many men hypocrites.
39. A well-bred man is quiet in dress, respectful to everybody, kind to the weak, helpful to the feeble.
40. All men commended the patience, condemned the pride, justified the life, and approved the knowledge of this community.
41. A well-read fool is the most troublesome of blockheads.
42. Fatal and cruel has been the favor of the people to many.
43. Pascal called man the glory and the scandal of the universe.
44. We cannot sponge out our record.
45. A day to childhood seems a year.
46. The sun upon the lake is low,
 The wild birds hush their song,
 The hills have evening's deepest glow,
 Yet Leonard tarries long.—WALTER SCOTT.

THE NOUN OR PRONOUN AS ADJECTIVE MODIFIER.

A **Possessive Modifier** is a noun or pronoun which modifies another noun or pronoun by denoting possession. (See possessive case forms, p. 78).

An **Appositive** is a noun or pronoun which modifies another noun or pronoun by representing the same thing.

The appositive sometimes takes the form of a phrase or clause, and modifies a phrase, clause or sentence.

The **Restrictive Appositive** narrows the meaning of the word it modifies. It is often a proper noun modifying a common noun. It will answer the question, *which one?*

The poet *Milton* was blind.

The **Non-restrictive Appositive** does not narrow the meaning of the word it modifies. It is used sometimes to make

the meaning definite, sometimes to add a thought. It may be expanded into an adjective clause.

Milton, *the poet*, was blind.

The non-restrictive appositive is set off by commas, the restrictive appositive is not.

EXERCISES.

Analyze the following sentences, giving particular attention to the **possessive modifiers and appositives**.

Tell whether the appositives are restrictive or non-restrictive.

1. Robert Burns, the poet, was a Scotchman.
2. I myself witnessed the inauguration.
3. Longfellow wrote the poem Evangeline.
4. Evangeline, a tale of Acadia, was written by Longfellow.
5. Most men admire Milton, the great poet.
6. America, our proud and happy home, we love thee.
7. The author of Pilgrim's Progress, John Bunyan, was a tinker's son.
8. As a mathematician, he had few equals.
9. His career as a statesman was above reproach.
10. New York, or the Empire State, is one of the most important in the Union.
11. Is the tent in the woods yours?
12. Now comes the morning star, day's harbinger.
13. This toil of ours should be a work of thine.
14. The trustees appointed my friend, Mr. Jones, teacher.
15. These people are a great help to one another.
16. This friend of his managed the affair himself.
17. Our choice would perhaps not be yours.
18. "In His Name," a story by Rev. E. E. Hale, is very popular.
19. This conduct of Edith's surprised us girls beyond measure.
20. My son Max is of age; his brother John is sixteen.
21. The crown was offered to Richard, the king's brother.
22. My opinion and yours are the same.
23. David, the son of Jesse, slew Goliath, the Philistine.
24. The Romans hated the tyrant Nero.

25. I, Darius, King of Persia, have decreed it.
26. He could not do the work himself, so we boys helped him.
27. The Emperor Napoleon's army marched to victory.
28. Benjamin Franklin, a distinguished American statesman, was born in Boston in 1706.
29. I bought the paper at Smith's the book-seller.
30. They have seen the Queen of England's palace.
31. Ye crags and peaks, I'm with you once again.
32. The lamp of a man's life has three wicks—brain, blood and breath.
33. In the latter half of the eighteenth century, three powerful nations, namely, Russia, Austria and Prussia, united for the dismemberment of Poland.
34. John, the beloved disciple, lay on his master's breast.
35. The Emperors Napoleon and Alexander met and became fast friends on a raft at Tilsit.
36. He deserted the army—a crime punishable by death.
37. He is, indeed, a wise man, a very wise man.
38. Out of this nettle danger we pluck the flower safety.
39. He sank to the lowest depths of disgrace, to the convict's cell.
40. Go ye, every man, unto his own city.
41. They scaled Mount Blanc—a daring feat.
42. The summer was passed in the country—a change for all.
43. The gains of ordinary trade are honest, and furthered by two things, viz., diligence and a good name.
44. His ambition as an artist may lead him to fame.
45. They spent nearly two years in travel—a great pleasure to them.
46. He rescued the man from drowning—a heroic deed.

THE NOUN OR PRONOUN AS ADVERBIAL MODIFIER.

An **Indirect Object*** is a noun or pronoun which modifies a verb or verbal by naming that to or for whom or which the action expressed by the verb or verbal is done.

*The Indirect Object is sometimes called Dative Object.

It will answer the question, *to whom or which or for whom or which*. It will sometimes, though seldom, answer the question of *whom*.

EXERCISES.

Form sentences using an indirect object after each of the following verbs: (Notice that a direct object is used also.)

Allow, ask, bring, build, buy, get, give, lend, leave, make, offer, pass, pay, present, promise, refuse, read, sell, send, show, sing, teach, tell, throw, write.

Analyze the following sentences, giving special attention to the indirect objects.

1. The king granted the offender full pardon.
2. He forgave the man that offense.
3. The Scots sold the Parliament their sovereign, Charles I.
4. They made him no promise.
5. The tailor made him a coat.
6. The employer paid James his wages.
7. He asked the teacher a question.
8. Teach me good judgment and knowledge.
9. The judge showed the culprit no mercy.
10. No mercy was shown the offender.
11. Throw the man a rope.
12. No discount was allowed the man for cash payment.
13. She refused the boy his request.
14. He tried to give me satisfaction by promising me his support.
15. Summer brings us many pleasures.
16. Give me your hand, Bassanio.
17. Give a rogue an inch and he will take an ell.
18. Thus ye teach us, every day, wisdom.
19. True religion gives our behavior a native and unaffected ease.
20. Liberty alone gives the flowers of fleeting life their lustre and perfume.

An **Adverbial Object** is a noun or pronoun which modifies a verb or verbal by taking the place of an adverb —

denoting time, place, degree, distance, measure, weight, value, etc.

EXERCISES.

In the following sentences change the italicized adverbs to nouns or pronouns, used as adverbial objects, and tell what they modify. (Notice how the change affects the meaning of the sentence.)

1. Our friends did not stay *long*.
2. He walked *far*.
3. He was not allowed to go *there*.
4. The box weighed *so much* that he could not carry it.
(Change construction of sentence.)
5. The man is *very* old.
6. He stayed *much* longer than was necessary.
7. We saw him *often*.
8. The room is *not very* high.
9. The land yields *abundantly*.
10. The piece of iron was *not very* long nor did it weigh *much*.

Analyze the following sentences, giving special attention to the adverbial objects.

1. We came home Friday.
2. The unfortunate man lived three days.
3. The canal is fourteen feet deep and thirty-six feet wide.
4. He left but a moment ago.
5. John jumped a fence three feet high.
6. The sun sets fifty minutes later.
7. They perished ages ago.
8. He has crossed the ocean twenty times a year.
9. The room is twenty feet long and eighteen feet wide.
10. He would not go a step farther.
11. A train, ten cars long, passed through.
12. How many miles an hour does light travel?
13. A bird in the hand is worth two in the bush.
14. Things will be very different a hundred years from now.
15. We traveled thirty miles an hour all day.
16. The land is worth fifty dollars an acre.
17. Two centuries ago America was a wilderness.

18. Four hours before midnight we came upon the foe.
19. Shakespeare was fifty-two years old the very day of his death.
20. Three miles beyond the town, there lies a beautiful lake.
21. The famous Charter Oak of Hartford, Connecticut, fell August 21, 1856.
22. The wall is eight feet, six inches high, and one and one half feet thick.
23. He went away day before yesterday and will return some time next week.
24. He was here not long ago—perhaps an hour.
25. The book cost two dollars, but it is not worth fifty cents.

Analyze the following sentences, giving special attention to the complements, indirect objects and adverbial objects.

1. The crown was offered Cæsar two or three times that luckless day.
2. This year the corn crop is called light and brings us thirty cents a bushel.
3. Mr. Clark sent his son John a watch the day before his eighteenth birthday.
4. He stayed there at least two years too long for his own good.
5. During the past few years, he has been ill much of the time and has frequently declared this climate unbearable to him.
6. During the night the ice froze several inches thick, and afforded us boys excellent sport the next day.
7. Lean, hungry-looking men like Cassius have no favor with Cæsar at this season.
8. The man was six feet tall and weighed two hundred five pounds.
9. It is certainly worth a long, hard tramp to the foot of the mountain and the two-mile climb to its summit, this grand view over land and sea.
10. Wednesday, he ordered himself a new suit of fine broadcloth worth five dollars a yard.
11. The control of such a boy, ten hours out of the twenty-four, became every day a greater puzzle.

12. A piece of this material, three inches wide and two feet long, weighs three pounds and it is worth one dollar a pound.
13. The snow fell all day long Monday, and the drifts were six feet high in some places.
14. The warm weather made the ice thin, but it has frozen again a foot thick.
15. He is sixty years old but he can walk ten miles in one day.
16. They painted the house like this one. (Two meanings).
17. The land yields its owner large crops every year.
18. They made John a present.
19. They made John leader.
20. They made John, the favorite, leader.

INDEPENDENT ELEMENTS.

Analyze the following sentences, giving particular attention to the independent element.

1. My son, you have done right.
2. I am, dear sir, your friend.
3. He that is holy, let him be holy still.
4. Thou, O Lord, shalt endure forever.
5. Break, O Sea, on thy cold, gray stones!
6. There were fifty men present.
7. Well! what did you think of it?
8. The woman (strange circumstance!) remained obstinately silent.
9. The plough, the sword, the pen and the needle—how mighty they are!
10. Three thousand ducats! 'tis a good round sum.
11. The wind! the wind! hear how it roars!
12. There will be an eclipse of the moon tonight.
13. Why, that is not possible.
14. Alas! poor creature! how she must have suffered!
15. Ah, young sir, what are you about?
16. Yes, you may go.
17. What! have they gone so soon?
18. Oh yes! everybody knew them.
19. Why, grandma, how you're winking.
20. Ye little stars, hide your diminished rays.

THE PHRASE.

I. According to use.

1. Noun phrase.
2. Adjective phrase.
3. Adverbial phrase.

II. According to composition.

1. Prepositional phrase.
2. Verbal phrase.
 - a.* Infinitive phrase.
 - b.* Participial phrase.

PREPOSITIONAL PHRASE.

According to form.

1. Simple.
He traveled *through a beautiful country*.
2. Complex.
He traveled *through the large cities of the United States*.
3. Compound.
He traveled *over mountains and through valleys*.

Uses.

I. Noun uses.

1. Subject.
Toward the house is east.
2. Subjective complement.
Toward the house is *toward the east*.
3. Object of a preposition.
He came from *across the sea*.

II. Adjective uses.

4. Adjective modifier.
A man *in distress* is to be pitied.
5. Subjective complement.
The man is *in distress*.
6. Objective complement.
They found the man *in distress*.

III. Adverb use.

7. Adverbial modifier.

He traveled *over mountains and through valleys*.

IV. 8. Independent.

By the way, when shall we go.

(The prepositional phrase is sometimes used as an appositive.)

Analyze the following sentences, giving particular attention to the use of the **prepositional phrase**.

1. She seems in good health.
2. They found her in good health.
3. Toward the east is our home.
4. Toward our home is east.
5. There is a book on the table.
6. The book on the table is mine.
7. She visited with her friends three weeks.
8. Her visit with her friends lasted three weeks.
9. Out of sight is out of mind.
10. We went from New York to Philadelphia and thence to Chicago.
11. The room is fifteen feet wide and ten feet in height.
12. Toward the earth's center is called down.
13. This action of yours does not exempt me from labor.
14. The captain loaded his vessel with a large cargo of oranges from the peninsula of Florida.
15. He is not at fault.
16. They found the man in the house. (Two meanings.)
17. She was at home Monday.
18. She never felt at home in that place.
19. O blessed health ! thou art above all price.
20. Fruit in air-tight jars will keep several years in good order.
21. Often two or three wild deer came with the tame fawn almost to the edge of the wood, but they never ventured fairly out of the forest.
22. They kept the house in perfect order.
23. They arrived in safety just before dark.
24. The passions of some men seem under no control.
25. Vice creeps upon men under the name of virtue.
26. On the banks of the fairest stream in all the land of Thessaly, dwelt a golden-haired youth.

27. Through the clouds of to-day shines the brightness of to-morrow.
28. In rude nations the dependence of children upon parents is of short duration.
29. That worn old book in the corner of my shelf is one of my truest friends.
30. Far above the organ's swell rang out a childish voice.
31. Accent is the stress of the voice upon a syllable of a word.
32. In peace, thou art the gale of spring; in war, the mountain stream.
33. Whom did the people of New York choose for governor?
34. A wonderful castle, tall and grand, was built on a hill beside the beautiful Rhine.
35. His father was, from his earliest recollections, in comfortable circumstances.
36. In fact, unity, agreement is always silent or soft-voiced.
37. Of all our senses sight is the most delightful.
38. They must surely be of your opinion.
39. They lie at rest
On the dark water's breast.
40. What spot on earth
Is found of so much worth?
41. The fur of the ermine becomes white in winter.
42. The old house stands right over the way.
43. Thoughts do often lie too deep for tears.
44. The boy is several years too young for that work.
45. He went from St. Louis, across the plains, to California.
46. The slanderer is beneath contempt.
47. His character is above suspicion.
48. Always be on your guard.
49. The ignorance of the people is due partly to their indolence.
50. The journey through the mountains was made not merely for pleasure.
51. The soldiers marched all through that country.
52. With a quick motion, the deer lifted his head a little, and turned his ear to the south.
53. By the privilege of birth, some men seem above common trade.
54. On the day before the event, he was in excellent spirits.
55. The paths of virtue are always those of pleasantness and peace.

VERBAL PHRASE.

Its two forms.

1. Participial phrase.

Seeing the effect did not discourage him.

2. Infinitive phrase.

He would like *to know the truth*.

Uses.

I. Noun uses.

1. Subject.

Seeing the effect did not discourage him.

To know the truth is his greatest desire.

2. Object complement.

He could not avoid *seeing the effect*.

He desires *to know the truth*.

3. Subjective complement.

His greatest joy is *seeing the result of his work*.

His only desire is *to know the truth*.

4. Appositive.

It was great joy to him, *seeing the result of his work*.

It is his only desire *to know the truth*.

5. Object of a preposition.

The warning prepared him for *seeing the result*.

He desires nothing but *to know the truth*.

II. Adjective uses.

6. Adjective modifier.

No person *seeing the result of his work* could doubt his efficiency.

His desire *to know the truth* urges him on.

7. Subjective complement.

He went about *seeing beauty in all things*.

He seems *to know the truth*.

III. Adverb use.

8. Adverbial modifier.

Seeing beauty in all things, he greatly enjoyed life.

He strives *to know the truth*.

IV. 9. Independent.

Seeing the result of his work, did that discourage him?

Speaking of faithfulness, here is an example of it.
To know the truth, that is his one desire.
To be honest, he does not know the truth.

EXERCISE.

Change the italicized parts of the following sentences to **verbal phrases**, without changing the meaning. Where it is possible, express the verbal phrase in both the participial and the infinitive form.

1. *The acquirement of wealth* is a pleasure to him.
2. He is anxious *for employment*.
3. *Resistance to the authorities* is useless.
4. *Right doing* is obedience to God's law.
5. He has opportunities *for study*.
6. He is an *admirable* man.
7. The workman desires *employment*.
8. He refused *the man assistance*.
9. *Employment* is happiness.
10. *Knowledge of the art* gives him pleasure.
11. *Success in this work* is desirable.
12. He came *for help*.
13. We proposed *a rigid examination for all applicants*.
14. Not all *the applicants for that position* were competent *for the work*.
15. He could not avoid *an expression of disgust*.
16. He stopped *for a short visit with us*.
17. *A severe fright* is sometimes dangerous.
18. This is a *desirable location*.
19. They hope *for forgiveness*.
20. They expect *forgiveness*.
21. I shall invite her *for our company*.
22. All men desire *immortality*.
23. It was a *fearful* storm.
24. *Good reading* is an accomplishment.
25. *As he was expected early*, he hastened on.
26. The men *who are doing the work* are competent.
27. I looked around *because I heard a noise*.
28. The boy *whom we saw on the street* was playing.
29. The story *which was told us* is true.
30. He longs *for a sight of his native land*.

NOTES AND CAUTIONS.

Do not be confused by the verbal nature of the phrase nor by its form, but notice that it always expresses a noun, adjective or adverb idea. He expected *great results*. He expected *to accomplish great things*. A *desirable* place. A place *to be desired*. *Yonder* house. The house *standing yonder*. I came *for this purpose*. I came *to see you*.

The verbal phrase may sometimes be expressed in both the participial and the infinitive form without any change of meaning—as: They delight *to do it*. They delight *in doing it*. I am inclined *to believe it*. I am inclined *toward believing it*. This shelter serves *to protect us*. This shelter serves *for protecting us*. *Doing right* is obeying God's law. *To do right* is to obey God's law.

To is sometimes omitted before the infinitive used after a preposition—as: He does nothing but *waste* his time.

The infinitive used as object complement is often confused with the infinitive used as adverbial modifier. To avoid this, apply the same tests that you would use with a word element.

It may often be further tested by changing the infinitive to the participle. (Use care not to change the meaning of the sentence.) If the change requires a preposition to be introduced, the infinitive is an adverbial modifier; if it does not, the infinitive is an object complement. The sentence is not always equally well expressed in both forms.

We expect *to see you*. We expect *seeing you*.

We hope *to see you*. We hope *for seeing you*.

The participial phrase used as an adjective modifier may always be changed to an adjective clause without a change of meaning. The infinitive phrase so used may sometimes be tested in the same way and may sometimes be changed to a simple adjective.

The man *employed* is competent. The man *who is employed* is competent. The man *to be employed* must be competent

The man *who is to be employed* must be competent. He is a man *to be admired*. He is an *admirable* man.

Be careful to distinguish between the participle used as a noun element and a participial noun, and between the participle used as an adjective element and a participial adjective.

The participle shows its verbal nature in that it can take either a complement or an adverbial modifier. As soon as it loses this quality and is like the verb in form only, it is a noun or an adjective, because the literal meaning of the word (from Lat. *pars*, a part, and *capere*, to take) requires that it have two natures.

Participial nouns. They teach *reading*. The *running* of the horses aroused us. In these sentences other nouns might be supplied. They teach *history*. The *sound* of the horses aroused us.

Participial adjectives. The *coming* years will bring changes. The *falling* leaves are dead. These words have the force of adjectives only, and often we can find adjectives to take their place—as, in the first sentence: The *future* years will bring changes.

In the above sentences, the idea of action, state or being is lost in the words of verbal form.

The following sentences contain participles. Their verbal nature is shown by adding to them complements or adverbial modifiers: We enjoy *reading* (good books). *Running* (races) is violent exercise. The years *coming* (to us) will bring changes. The leaves *falling* (from yonder tree) are dead.

Compare the use of the italicized words in these sentences with the same words in the sentences above.

Be careful to distinguish between the present participle used as subjective predicate and the progressive form of the verb.

In the sentences, He is studying his lesson, He was playing ball, *is studying* and *was playing* are verbs expressing

action of the subject as continuing at the time stated by the verb.

In the sentences, His first duty is studying his lesson, His favorite sport was playing ball, *studying his lesson* and *playing ball* both name something, representing the same as the subject. They are, therefore, subjective predicate nouns. (See sentences in the exercise on noun uses of the participle.)

NOUN USES OF THE INFINITIVE PHRASE.

Select the infinitive phrase, give its office and analyze it.

1. To watch is his duty.
2. The boy learns to read.
3. To be a poet is to be a man.
4. The dog did everything but speak to him.
5. It is cowardly to tell a lie.
6. We intend to go at once.
7. To profess and to possess are very different.
8. It is well to think well; it is divine to act well.
9. The best remedy for injuries is to forget them.
10. I expect to start at five o'clock.
11. I hope to see you in the city.
12. Teach me to feel another's woe.
13. To doubt would be disloyalty.
14. To resist evil by evil is evil.
15. He does nothing but waste his time.
16. It is not all of life to live.
17. All men desire to be immortal.
18. I have tried to do justice to everybody.
19. He seemed about to decide in our favor.
20. We ought to avoid errors.
21. To relieve the poor is our duty.
22. I promised to ask her the question.
23. It was no easy task to bridge the chasm.
24. There is nothing to do but to submit.
25. To persevere in one's duty and to be silent is the best answer to calumny.
26. To have ideas is to gather flowers. To think is to weave them into garlands.

27. His hands refuse to labor.
28. To reign is worth ambition.
29. Learn to labor and to wait.
30. It is always best to tell the truth.
31. He knows when to purchase.
32. The wisest course is always to speak the truth.
33. A good man loves to do good.
34. It was discouraging not to be kindly received.
35. To cease to change is to cease to live.
36. He has yet one comfort, to hope.
37. My task, to teach, is a pleasure to me.
38. Cadmus taught the Greeks to use letters.
39. It is not his intention to come here to idle away his time.
40. For him, to hear is to obey.

ADJECTIVE, ADVERBIAL AND INDEPENDENT USES OF THE INFINITIVE PHRASE.

Select the infinitive phrase, give its office, and analyze it.

1. I called immediately to see her.
2. I have a desire to visit Europe.
3. I have but a few more words to say.
4. Have you time to hear my statement?
5. The Indians seem to be fading from the land.
6. To be or not to be, that is the question.
7. Be swift to hear and slow to speak.
8. They are well able to bear the loss.
9. She made an effort to be agreeable.
10. Did he stay long enough to see the Fair?
11. He was in haste to return to his native land.
12. The company was to receive a thousand pounds.
13. She is too sensible to be flattered.
14. He is anxious to succeed in business.
15. Then he proceeded to explain the point with great clearness.
16. Do you venture a small fish to catch a great one?
17. To speak plainly, I think you are dishonest.
18. Hope comes with smiles the hour of pain to cheer.

19. They are ready to find fault and hard to please.
20. Not to save my right hand would I do it.
21. The lesson to learn is the well-doing of present duty.
22. Their efforts seem to fail.
23. He is too young to enlist.
24. Success is not to be expected under such circumstance.
25. To cure their mad ambition, the emperor sent these men to rule a distant province.
26. The committee has two plans to offer.
27. They had no reason to complain.
28. The governor's authority is to be supported.
29. The desire to please is praise-worthy.
30. The ship seems to sail very fast.
31. They came to scoff; they remained to pray.
32. The best time to stop is at the beginning.
33. The poor man has no change for the worse to expect.
34. The man to be trusted is the man to employ.
35. Peace seemed to reign upon the earth.
36. To sum up, the violation of truth is an infamous crime.
37. Application is the price to be paid for mental acquisition.
38. This is not to be obtained by one or two hasty readings.
39. To succeed in his work—that will require effort.
40. To succeed in his work, he put forth every effort.
41. To speak truly, he made but little effort to succeed.
42. He is too gentle to hurt a fly.
43. The difficulty is great enough to discourage him.
44. These apples are not to be eaten.
45. My desire to teach is now satisfied.
46. Time to come is called future.
47. The victim seemed by his dress to be a sailor.
48. Our parents always tried to make us happy.
49. They endeavor to act in harmony.
50. I have walked far enough to be weary.

NOUN USES OF THE PARTICIPIAL PHRASE.

Select the participial phrase, give its office and analyze it.

1. Reading without reflection profits us little.
2. Rest is not quitting the busy career.
3. I insisted on travelling by boat.

4. The man denies having taken the money.
5. Saving time is lengthening life.
6. He spent hours in correcting and polishing a single couplet.
7. By respecting ourselves, we gain the respect of others.
8. Playing ball is excellent exercise.
9. There is little glory in having been detected in a mean action.
10. Fighting custom with rules avails little.
11. The clerk has finished counting the money.
12. I dislike rising early.
13. In praising a man, avoid injuring him.
14. We enjoy riding in the park.
15. Earning is having.
16. Have you ever tried writing with your left hand?
17. It is very easy finding excuses for our misdeeds.
18. Being good is one way of doing good.
19. Living well is doing our best always.
20. Appearing honest and being honest are very different things.
21. Avoid keeping company with the depraved.
22. Ah! then and there was hurrying to and fro.
23. Studying algebra is developing the reason.
24. The boy regrets having disobeyed his mother.
25. His occupation is teaching.
26. Giving to the poor is lending to the Lord.
27. Good morals are corrupted by reading bad books.
28. Loving is obeying the law of God.
29. All our duties are worth doing well.
30. Contentment is being satisfied with all things.
31. There are different ways of expressing the same thought.
32. The hope of hearing from you has greatly delighted me.
33. Skating is a healthful recreation.
34. The best of a journey is getting home.
35. That is like hunting game without finding it.

ADJECTIVE, ADVERBIAL AND INDEPENDENT USES OF THE PARTICIPIAL PHRASE.

Select the participial phrase, give its office, and analyze it.

1. The gentleman speaking is an educator.

2. The horse stood sleeping.
3. He comes attended by his friends.
4. Words once uttered cannot be recalled.
5. The man, being skilled in the business, was appointed manager.
6. She sat near, reading a book.
7. Not finding me, he went away.
8. Cyrus issued a decree authorizing the Jews' return.
9. The great events then passing before him were unheeded.
10. Passing the Rubicon, Cæsar marched on to Rome.
11. Having received assistance from my friends, I carried out my plans.
12. The deer standing nearest the lake is looking toward us.
13. The deer, suddenly lifting its head, detected our presence.
14. Turning our horses, we rode back to the fort.
15. The gentleman rowing is my uncle.
16. The mountain streams went babbling by.
17. The army, beaten but not vanquished, slowly fell back.
18. Born to a crown, Louis XVI. died on a scaffold.
19. The boy came running.
20. The little girl standing yonder is beautiful.
21. He came stumbling along.
22. Being weary, I retired early.
23. They stood amazed.
24. He went away sorrowing.
25. The tree stands firmly rooted in the soil.
26. The noble ship, shattered and stripped, became a wreck.
27. Having finished her work, she is coming at once.
28. Talking of books, that is a rare one.
29. Judging from his appearance only is not giving him justice.
30. Judging from his accent, he must be a foreigner.
31. We stood watching the ball game.
32. Placing my gun on my shoulder, I started for the woods.
33. The ball went rolling over the floor.
34. The man spoken of today was a great man, but he lived unknown.
35. Spring comes robed in silken green.

THE VERBAL.

Analyze the following sentences, giving particular attention to the verbal phrases.

1. Expecting to return soon, I did not think of writing you.
2. By doing nothing, we learn to do evil.
3. Turning our horses, we hastened to overtake our friends.
4. It is folly to think of assisting them to capture the fort.
5. Having been censured for wasting his time, he resolved to do better.
6. He soon grew weary of having nothing to do.
7. Being president, he did not choose to vote.
8. Be careful to avoid giving offense.
9. The children came running to meet us.
10. Please go with me to see my friend.
11. Taking a madman's sword to prevent mischief cannot be regarded as robbing him.
12. He is to be blamed for detaining us.
13. I have come to see you, but you are ready to go and I do not wish to detain you.
14. I have a work to do and courage to perform it.
15. Bellowing fly the herds and seek to break their enclosure.
16. We desired to stay, but there was nothing to do except to depart.
17. It is our intention to go home to spend the vacation given in March.
18. He seemed to be making preparations to leave.
19. To expect to succeed without effort is the greatest folly.
20. It is not the way to succeed to turn from one thing to another.
21. I was about to ask you to call some other and less busy day.
22. Confessing our faults to those injured by us is considered essential to giving them satisfaction and ourselves peace of mind.
23. It is not all of life to live three score years and ten, wear the gayest garments and drive the finest equipages.
24. Permit me to show you a letter received yesterday from a gentleman holding an office under the queen.

25. Living is not simply drawing eighteen breaths a minute, eating three meals a day, sleeping eight hours every night, and doing faithfully the routine work of your calling.
26. Living a day without doing another person a kindness, is like enjoying a feast and refusing to pass the viands to those sitting by us.
27. A man deep wounded may feel too much pain to feel much anger.—*George Eliot*.
28. To shoot at crows is powder flung away.—*Gay*.
29. To pity distress is but human; to relieve it is Godlike.—*Horace Mann*.
30. God has commanded time to console the unhappy.—*Joubert*.
31. Doubt indulged soon becomes doubt realized.—*F. R. Havergal*.
32. The only way to have a friend is to be one.—*Emerson*.
33. The way to gain a good reputation is to endeavor to be what you desire to appear.—*Socrates*.
34. One peculiarity of living things is their power of transformings matter into new forms, and thereby making products never produced in any other way.—*Gray*.
35. The best education in the world is that got by struggling to get a living.—*Wendell Phillips*.

THE CLAUSE.*

I. Classes according to form.

1. Simple.

All believe *that he will succeed*.

3. Complex.

All believe *that he will succeed if he deserves success*.

3. Compound.

All believe *that he deserves success and that he will have it*.

II. Classes according to use.

1. Noun.

All believe *that he will succeed*.

*A clause is a group of words containing a subject and predicate, and used to fill the office of a noun, an adjective, or an adverb.

2. Adjective.

Not all the men *that desire success* obtain it.

3. Adverb.

He works diligently *that he may succeed*.

ADJECTIVE CLAUSE.

I. Use.

1. Adjective modifier.

The man *who desires success*, must earn it.

II. The connective* may be

1. Relative pronoun.

The city in *which* they live is beautiful.

2. Conjunctive adverb.

The city *where* they live is beautiful.

The conjunctive adverb used as connective in an adjective clause may be changed to a prepositional phrase whose base is a relative pronoun. See sentences above.

The relative pronoun may fill the following offices in the adjective clause.

1. Subject.

The man *who* was expected, did not come.

2. Object complement.

The man *whom* they expected, did not come.

3. Subjective complement.

He is not the man *that* I thought he was.

4. Possessive modifier.

He is a man *whose* honesty is not doubted.

5. Object of a preposition.

This is the place *that* I referred to.

The adjective clause, in its relation to the word it modifies, may be **restrictive** or **non-restrictive**.

The **restrictive clause** limits the meaning of the word it modifies; as, The man *whom they expected*, did not come. It

*These connectives always fill another office besides that of connective.

will always answer the question formed by placing *which* before the word the clause modifies; as, *which man?* *The man whom they expected.*

If the restrictive clause is omitted, the meaning of the sentence will not be complete.

The **non-restrictive clause** is used to give added information; as, Air, *which is composed of N and O*, surrounds the earth. It may be made the second member of a compound sentence, with *and* used as connective and the original meaning of the sentence will not be destroyed; as, Air surrounds the earth and it is composed of N and O.

It may be omitted without destroying the original meaning of the sentence.

The non-restrictive clause should be set off by commas, the restrictive should not.

EXERCISE.

Analyze the following sentences, giving particular attention to the **adjective clause**.

1. Columbus, who was a Genoese, discovered America.
2. The book which I lost, has been found.
3. He is a man in whom I have little confidence.
4. I venerate the man whose heart is warm.
5. The man who feels truly noble will become so.
6. There is in the museum a tile which was brought from Rome.
7. The man whom I wish to meet may not be present.
8. The book he has is the same that I wanted.
9. This is the longest lesson we have had.
10. Maize, which is another name for Indian corn, grows in America.
11. It is you who do all the talking.
12. Whoever wishes to excel must study.
13. Moses was the meekest man that we read of in the Old Testament.
14. Few were the privileges we had.
15. He that hath friends must show himself friendly.

16. I rank him with men who speak for justice.
17. Those whom I reverence, I fear.
18. I know a bank whereon the wild thyme grows.
19. The factory where the brothers worked, was burned.
20. I admire a boy who has manliness and courage.
21. All that I dread is leaving you behind.
22. Bright flowers deck the meadow where the cattle graze.
23. I am monarch of all I survey.
24. I am near the place where they should meet.
25. Heaven never helps the men who will not act.
26. The moment my business here is arranged, I must set out.
27. This is not the book that I asked for.
28. He owns a house which cost him ten thousand dollars.
29. He showed me the house in which he was born.
30. Blessed is he whose transgressions are forgiven.
31. Pupils who love to study will improve.
32. We speak that we do know.
33. There was a time when I was free to roam.
34. He promised to reward whoever would help him.
35. Such as are virtuous are happy.
36. Who lives to nature, rarely can be poor.
37. They returned the day that I left.
38. The house just across the street is the one they are to live in.
39. Whoever seeks the good of others will himself be blest.
40. The shutters were closed, which made the room dark.
41. Those to whom we do a kindness ought to be grateful.
42. That is the place where I hid myself.
43. He rescued the child from the burning house, an act of heroism that deserves recognition.
44. I thrice presented him a kingly crown, which he did thrice refuse.
45. That night the schoolmaster walked over to yonder cottage, where his little friend lay sick.
46. That fearful moment when he left the cave, thy heart grew chill.
47. Tears, such as angels weep, burst forth.
48. It is to you, good people, that I speak.
49. That is a good book which is opened with expectation and closed with profit.

50. It is unbelief, and not faith, that sinks the sinner into despondency.

EXERCISE.

In the above sentence, tell whether the clause is restrictive or non-restrictive. (Apply the tests suggested in the notes on the adjective clause.)

ADVERB CLAUSE.

I. Use.

1. Adverbial modifier.

If you will stay, we will go wherever you desire.

II. The connective may be

1. Subordinate conjunction.

If you will stay, we will go.

2. Conjunctive adverb.

We will go whenever and wherever you desire to go.

The conjunctive adverbs, *whenever* and *wherever*, modify the two verbs.

III. Classes, according to meaning.

1. Time.

He works when he can.

2. Place.

He works wherever he is.

3. Manner.

He works as he plays.

4. Degree.

He works faster than his brother.

He does not do his work so well as his brother.

5. Cause.

He works because necessity compels it.

6. Evidence.

He works, for I have seen him working.

7. Purpose.

He works that he may improve.

8. Condition.

If he works he will win.

9. Concession.

Altho' he worked hard, he was not successful.

EXERCISE.

Analyze the following sentences, giving particular attention to the adverbial clause.

1. Smile whenever you can.
2. You may wait until the train arrives.
3. As is the boy so will be the man.
4. She is wiser than her sister.
5. It was so cold that the mercury froze.
6. It is not so cold today as it was yesterday.
7. Today is not so cold as yesterday.
8. He builds a palace of ice where the torrents fall.
9. When you have nothing to say, say nothing.
10. I will not call him villain, because it would be unparliamentary, since he is privy councillor.
11. Were patrons more disinterested, ingratitude would be more rare.
12. I have been the more careful, that I might not be the instrument of his ruin.
13. Though he has many faults, he is a useful man.
14. Men live as though they were born to pleasures.
15. As a man thinketh in his heart, so is he.
16. The pupil did the work just as he was taught to do it.
17. However careless he might seem, his fortune depended upon the decision.
18. Though he was poor, he contributed more than any other man.
19. The soil must be very rich, because the grass is luxuriant.
20. As we advance in life, we learn the limits of our abilities.
21. There is not a more pleasing emotion than gratitude.
22. Take additional clothing, for the air is very cold.
23. He did the work yesterday, for he told me so.
24. He did not do the work yesterday as he intended to do it, because the time allowed him for doing it was limited.

25. He did the work yesterday that he might have a holiday today.
26. You helped me when I was in need.
27. Strike till the last armed foe expires.
28. Smooth is the water where the brook is deep.
29. The earlier you rise, the better your nerves will bear study.
30. When Greek meets Greek, then comes the tug of war.
31. Although the place was unfavorable, nevertheless Cæsar determined to attack the enemy.
32. Where'er we tread, 'tis haunted, holy ground.
33. He reached the station just as the train was starting.
34. Oft as the morning dawns should gratitude ascend.
35. Fools rush in where angels fear to tread.
36. I would not spend another such night,
Though 'twere to buy a world of happy days.
37. Where there is no law, there is no transgression.
38. Is gravity always as wise as it appears?
39. You were silent when accused, a clear confession of guilt.
40. Conscience is harder than our enemies,
Knows more, accuses with more nicety.—*George Eliot*.
41. It is much easier to be critical than to be correct.—*Disraeli*.
42. Our deeds determine us, as much as we determine our
deeds.—*George Eliot*.
43. To judge human character rightly, a man may sometimes
have very small experience provided he has a very large
heart.—*Bulwer Lytton*.
44. As night to stars, woe lustre gives to man.
45. Authors, like coins, grow dear as they grow old.—*Pope*.
46. Four hostile newspapers are more to be feared than a
thousand bayonets.—*Napoleon*.
47. I fly from pleasure because pleasure has ceased to please.
—*Samuel Johnson*.
48. A thought often makes us hotter than a fire.—*Longfellow*.
49. No action will be considered as blameless unless the will
was so.—*Seneca*.
50. Wisdom does not show itself so much in precept as in life
—in a firmness of mind and mastery of appetite.—
Seneca.

EXERCISE.

In the above sentences, tell to which class of the adverb clause each clause belongs.

NOUN CLAUSE.

I. Uses.

1. Subject.

That he will succeed is certain.

2. Object complement.

We believe *that he will succeed*.

3. Subjective complement.

Our belief is *that he will succeed*.

4. Appositive.

It is certain *that he will succeed*.

5. Object of a preposition.

We are certain *that he will succeed*.

6. *Absolute, or subject of an abridged clause used adverbially.

That he will succeed being certain, he may make further plans.

II. †The connective may be—

1. Subordinate conjunction.

That he will succeed is certain.

2. Conjunctive pronoun.

We do not know *who* will succeed.

3. Adjective.

We do not know *which* boy will succeed.

4. Adverb.

We do not know *when* he will succeed.

*See abridged clause, p. 50.

†All connectives except the conjunction have another office besides that of connective,

EXERCISE.

Analyze the following sentences, giving particular attention to the noun clause.

1. That he has won is now admitted.
2. They admit now that he has won.
3. It is generally admitted that he has won.
4. I am sure that he has won.
5. The general belief is that he has won.
6. Why he delays perplexes me.
7. I must confess that he seems to be in the wrong.
8. We cherish the hope that he will return.
9. Why he came to see us, soon became evident.
10. The sailor thought he saw a light.
11. The sailor was not certain he saw a light.
12. You said nothing about how he was treated.
13. The heart distrusting asks if this be joy.
14. I feared lest it might anger thee.
15. Our grand business is, not to see what lies dimly at a distance, but to do what lies closely at hand.
16. What makes old age so sad is, not that our joys, but that our hopes cease.
17. The teacher showed me wherein I had erred.
18. From what place he came cannot be ascertained.
19. The promise made him was, that he should visit his friends the coming autumn.
20. The assumption that our cause is declining, is utterly gratuitous.
21. Will you tell me why you are sad?
22. I assure you that we have not seen him.
23. Tell John that his book is in your desk with ours.
24. What I have told you, remember.
25. Where they live does not concern us.
26. The fact that he was insolent soon became known.
27. There is no need that she be present.
28. "Poor boy!" said Primrose half aside, "what a disappointment awaits him!"
29. Johnson declared that wit consists in finding out resemblances.

30. The old adage must be verified,
That beggars mounted, run their horses to death.—*Shakespeare*.
31. I am sure care's an enemy to life.—*Shakespeare*.
32. Everywhere in life, the true question is, not what we gain,
but what we do.—*Carlyle*.
33. What the superior man seeks is in himself; what the
small man seeks is in others.—*Confucius*.
34. It is some compensation for great evils that they enforce
great lessons.—*Bovee*.
35. What's done, cannot be undone.—*Shakespeare*.
36. The greatest of faults, I should say, is to be conscious of
none.—*Carlyle*.
37. The world desires to know what you have done, and not
how you did it.—*George H. Lewes*.
38. It is strange so great a statesman should be so sublime a
poet.—*Bulwer Lytton*.
39. This mournful truth is everywhere confess'd,
Slow rises worth by poverty depress'd.—*Samuel Johnson*.
40. Praising what is lost,
Makes the remembrance dear.—*Shakespeare*.
41. To see what is right and not to do it, is want of courage.—
Confucius.
42. The most beautiful object in the world, it will be allowed,
is a beautiful woman.—*Macaulay*.
43. We know what we are, but know not what we may be.—
Shakespeare.
44. What's one man's poison, signor,
Is another's meat or drink—*Beaumont & Fletcher*.
45. It is a truth but too well known, that rashness attends
youth, as prudence does old age.—*Cicero*.
46. Whether I am right or, not God only knows.—*Plato*.
47. To comprehend and demonstrate that a thing is not beauti-
ful, is an ordinary pleasure—an ungrateful task.—*Cousin*.
48. We hold these truths to be self-evident—that all men are
created equal; that they are endowed by their Creator
with certain inalienable rights.—*Declaration of Inde-
pendence*.
49. This above all—to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.—*Shakespeare*.

50. I trust, sir, that you will determine to make a further sacrifice of your tranquility and happiness to the public good.—*Alexander Hamilton in a letter to Washington.*

ABRIDGED CLAUSE.

The Abridged Clause differs from the unabridged in that it has no connective and the predicate has the form of a verbal — is a non-finite verb. (See p. 39.)

I thought *him to be honest*. *He being considered honest*, we trusted him. His work prevented *his being there*. It is time for *him to go*.

It can often be expanded into an unabridged clause, but not always; as, in the sentences above: I thought *that he was honest*. We trusted him *because he was considered honest*.

The subject may be in the nominative, possessive, or objective case. (See case, p. 75.)

Forms of the clause.

He being there, his brother remained here.

His being there prevented *his brother's* going.

We saw *them walking down the street*.

We expected *him to go at once*.

Uses of the clause.

Noun uses. (Verb is in participial or infinitive form.)

1. Subject.

His being there prevented his brother's going.

He was expected to go at once.

2. Object complement.

His duties necessitated *his staying here*.

We saw *them coming this way*.

We expect *him to go at once*.

3. Object of a preposition.

I did not think of *your being there*.

I waited for *you to come*.

Adverb uses. (Verb in the participial form.)

4. Adverbial modifier.

He being there, his brother remained here.

NOTES.—Some authors do not consider these constructions clauses, but call them verbal phrases with assumed subjects or verbal phrases referring to preceding words.

The abridged clause used as object complement is considered by these authors as object complement and a phrase used as objective complement. In the sentences, *We expect him to go* and *We saw John coming*, *him* and *John* would be object complements, and *to go* and *coming* would be verbals used as objective complements.

The first sentence above may be changed to the form, *We expect that he will go*, without changing the meaning. *That he will go*, all agree in calling a noun clause, and since *him to go* differs from it only in the omission of the connective and the form of the verb, it seems reasonable to call *him to go* an abridged clause.

A few grammarians favoring the abridged clause call any objective complement before which *to be* may be supplied a part of an abridged clause. *The people made him governor* may be changed to *The people made him to be governor*, and *him to be governor* is an abridged clause used as object complement. This includes all objective complements that completely change the assertion. (See objective complement, pp. 16 and 18.)

EXERCISE.

Analyze the following sentences, giving particular attention to the abridged clause. Where it is possible expand the abridged clause into an unabridged, and compare the two clauses.

1. We expect him to be elected president.
2. He is expected to be elected president.
3. For him to be elected president is possible.
4. His being here caused them to stay.
5. He being here, we asked them to come.
6. His being required to do that work prevented his coming to go with us.
7. I did not think of his asking us to go.
8. He having been strongly urged to go, we did not insist further.
9. We desire her to stay.
10. Absence makes the heart grow fonder.
11. Let's meet and either do or die.
12. I wish you to inform me of the fact.
13. Let us go skating.
14. It is unwise for them to go to-day.
15. It is too cold for them to go to-day.
16. He being a foreigner, his family was protected.

17. His being a foreigner caused his family to be protected.
18. This done, we were ready to proceed.
19. I was not aware of his going so soon.
20. Shame being lost, all virtue is lost.
21. A youth being their leader, what could they do?
22. John having succeeded so admirably in that work, his friend determined to take it up.
23. For one to steal is base.
24. On our arriving at the pier, we found many people gathered there.
25. Analogy being a powerful weapon, we should be extremely cautious in using it.
26. His acting unwisely prevented his obtaining the position.
27. I found Mary studying her lessons.
28. The hour being late, we hastened home.
29. I ordered the boy to go at once.
30. The boy was ordered to go at once.
31. Some truths being difficult of comprehension, the weak reject them.
32. Let us then be up and doing,
With a heart for any fate.
33. Thou hast seen a farmer's dog bark at a beggar?
34. Let your own discretion be your tutor.—*Shakespeare*.
35. Great let me call him, for he conquered me.—*Young*.
36. Grief is proud, and makes his owner stoop.—*Shakespeare*.
37. Never let your zeal outrun your charity.—*Ballou*.
38. Let no one till his death
Be called unhappy.—*E. B. Browning*.
39. She let no morsel from her lippes fall.—*Chaucer*.
40. All men think all men mortal but themselves.—*Young*.
41. Then wilt thou see nobleness gleam in many eyes.—*Lowell*.
42. What prevents such worthless fellows passing for fine gentlemen but the good sense of other men?—*Addison*.

COMPLEX SENTENCES FOR ANALYSIS.

1. It is hard to oppose those whom you know are in the right.
2. Whatever hath been written shall remain.
3. Men will judge us by the company we keep.
4. His praise is lost who stays till all commend.
5. I felt that he was present ere my eyes told it me.

6. Now that their distress was over, they forgot that he had returned to them.
7. They were but too ready to believe that whoever had incurred his displeasure had deserved it.
8. Whatever he is now, he is not what he might have been.
9. No wonder you are deaf to all I say.
10. He is not the man that I thought him to be.
11. That is the lady who I thought was your friend.
12. Whether the truth will be made to appear is uncertain.
13. Books, like proverbs, receive their chief value from the stamp and esteem of ages through which they have passed.
14. I am not now that which I have been.
15. That children may grow up as they please, seems to be the prevalent opinion.
16. The boy asked us to go with him to see the city as soon as he has completed the work given him to do.
17. Nothing more completely baffles one who is full of trick and duplicity himself than straight-forward, simple integrity in another.
18. I count this thing to be grandly true,
That a noble deed is a step toward God.
19. Think that day lost whose low descending sun
Views from thy hand no noble action done.
20. The maxim that no people ought to be free till they are fit to use their freedom is worthy of the fool in the old story, who resolved not to go into the water till he had learned to swim.
21. I was never less alone than when with myself.—*Gibbon*.
22. He prayeth best, who loveth best
All things, both great and small.—*Coleridge*.
23. He who obeys with modesty, appears worthy of some day or other being allowed to command.—*Cicero*.
24. When we build, let us think that we build forever.—*Ruskin*.
25. That writer does the most, who gives his reader the most knowledge and takes from him the least time.—*C. C. Colton*.
26. No man can write anything who does not think that what he writes is, for the time, the history of the world—*Emerson*.

27. Here is bread, which strengthens man's heart, and therefore is called the staff of life.—*Matthew Henry*.
28. There is no heroic poem in the world but is at bottom a biography, the life of the man.—*Carlyle*.
29. There is, however, a limit at which forbearance ceases to be a virtue.—*Burke*.
30. There is no true orator who is not a hero.—*Emerson*.
31. He that lacks time to mourn, lacks time to mend.—*Henry Taylor*.
32. When we shall have succeeded, then will be our time to rejoice.—*Buckley*.
33. The scholar who cherishes the love of comfort is not fit to be deemed a scholar.—*Confucius*.
34. He that will learn to pray, let him go to sea.—*Herbert*.
35. He who surpasses or subdues mankind,
Must look down on the hate of those below.—*Byron*.
36. To know
That which before us lies in daily life,
Is the prime wisdom.—*Milton*.
37. When he is best, he is little worse than a man.—*Shakespeare*.
38. As I approve of a youth that has something of the old man in him, so I am no less pleased with an old man that has something of the youth.—*Cicero*.
39. What greater calamity can fall upon a nation than the loss of worship.—*Emerson*.
40. The world is a comedy to those that think, a tragedy to those who feel.—*Walpole*.
41. Whatever is worth doing at all is worth doing well.—*Earl of Chesterfield*.
42. We should be as careful of our words as of our actions.—*Cicero*.
43. When she had passed, it seemed like the ceasing of exquisite music.—*Longfellow*.
44. Her air, her manners, all who saw admired.—*Crabbe*.
45. Wit is a dangerous weapon, even to the possessor, if he knows not how to use it discreetly.—*Montaigne*.
46. He who learns the rules of wisdom without conforming to them in his life, is like a man who laboured in his fields, but did not sow.—*Saadi*.

47. All experience is an arch where through
Gleams that untravelled world, whose margin fades
Forever and forever as I move.—*Tennyson*.
48. If of Dryden's fire the blaze is brighter, of Pope's the
heat is more regular and constant.—*Dr. Johnson*.
49. The reed that waves along the river's brink,
Spearing its way into the summer air,
Is not so glorious as, when laid by winds,
It rests upon the mirror of the flood.—*Alford*.
50. So live, that when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.—*Bryant*.

COMPOUND SENTENCES FOR ANALYSIS.

1. Cæsar has refused his consent, and there remains no hope of my speedy restoration.
2. Not only did the wind blow most fiercely, but the rain fell in torrents.
3. I conceived a great regard for him, and I could not but mourn for the loss he had sustained.
4. I neither learned wisdom nor have I a knowledge of the holy.
5. I have none, else would I give it.
6. The soil is very rich; consequently the grass is luxuriant.
7. The sun is passing the moon's node; therefore there will be an eclipse this month.
8. The locusts have no king, yet go they forth all of them by bands.
9. Few were his words of rebuke, but deep in the hearts of his people
Sank they, and sobs of contrition succeeded that passionate outbreak.

10. A jest is not an argument, nor is a loud laugh a demonstration.
11. He will neither go himself, nor permit any one else to go.
12. Homer was the greater genius; Virgil, the better artist; in the one we most admire the man; in the other, the work.
13. It is no honor to be rich, and to be poor is no sin; therefore it is foolish to be ashamed of poverty or to strive after the appearance of being rich.
14. He had many relatives, but he died without a friend.
15. Trust men, and they will be true to you; treat them greatly, and they will show themselves great.
16. Some men are born great, some achieve greatness, and some have greatness thrust upon them.
17. I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
18. This part of knowledge has been growing, and it will continue to grow till the subject be exhausted.
19. Rightness expresses of actions what straightness does of lines, and there can no more be two kinds of right action than there can be two kinds of straight line.
20. We always like those who admire us; we do not always like those whom we admire.
21. Be loving and you will never want for love; be humble and you will never want for guiding.
22. Never mind the ugly reflection which your glass may give you; that mirror has no heart.
23. Every man desires to live long, but no man would be old.
24. Wild ambition loves to slide, not stand,
And Fortune's ice prefers to Virtue's land.
25. 'Tis not a lip, or eye, we beauty call,
But the joint force and full result of all.
26. Learn to live well that thou mayst die so too;
To live and die is all we have to do.
27. The hearts that dare are quick to feel;
The hands that wound are soft to heal.
28. One gains courage by showing himself poor; in that manner one robs poverty of its sharpest sting.
29. Every subject's duty is the king's; but every subject's soul is his own.
30. Business dispatched is business well done, but business hurried is business ill done.

MISCELLANEOUS SENTENCES FOR ANALYSIS.

1. Courage is, on all hands, considered as an essential of high character.—*Froude*.
2. Like our shadows,
Our wishes lengthen as our sun declines.—*Young*.
3. Wishing, of all employments, is the worst.—*Young*.
4. Education is the only interest worthy the deep, controlling anxiety of the thoughtful man.—*Wendell Phillips*.
5. The eyes of a man are of no use without the observing power.—*Paxton Hood*.
6. I awoke one morning and found myself famous.—*Byron*.
7. Applause is the spur of noble minds, the end and aim of weak ones.—*Colton*.
8. Mine enemy's dog,
Though he had bit me, should have stood that night
Against my fire.—*Shakespeare*.
9. Her beauty makes
This vault a feasting presence full of light.—*Shakespeare*.
10. Be happy, but be so by piety.—*Madame de Stael*.
11. Friendships begin with liking or gratitude—roots that can be pulled up.—*George Eliot*.
12. Whoever knows how to return a kindness he has received, must be a friend above all price.—*Buckley*.
13. He is gifted with genius who knoweth much by natural talent.—*Pindar*.
14. The great man is he who does not lose his child's heart.—*Mencius*.
15. Censure is the tax a man pays to the public for being eminent.—*Swift*.
16. I know a spot where the wild vines creep,
And the coral moss-cups grow.—*Julia Dorr*.
17. I think there are stores laid up in our human nature that our understandings can make no complete inventory of.
—*George Eliot*.
18. To be happy is not the purpose for which you are placed in this world.—*Froude*.
19. True friendship is like sound health, the value of it is seldom known until it be lost.—*Colton*.

20. There is but one thing of which I am afraid, and that is fear.—*Montaigne*.
21. The rays of happiness, like those of light, are colorless when unbroken.—*Longfellow*.
22. Drawing near her death, she sent most pious thoughts as harbingers to heaven.—*Fuller*.
23. Affliction, like the iron-smith, shapes as it smites.—*Bovee*.
24. From the sublime to the ignoble, from the pathetic to the grotesque, is but a step with Carlyle.
25. To do what is right, with unperverted faculties, is ten times easier than to do what is wrong.
26. Our acts, our angels are, or good or ill,
Our fatal shadows that walk by us still.—*John Fletcher*.
27. Henceforth I'll bear
Affliction till it do cry out itself,
Enough, enough, and die.—*Shakespeare*.
28. The spring, like youth, fresh blossoms doth produce,
But autumn makes them ripe and fit for use.
29. Hence! home, you idle creatures; get you home.
30. The setting of a great hope is like the setting of the sun.
31. No sound ought to be heard in the church but the healing voice of Christian charity.—*Burke*.
32. 'Tis heaven alone that is given away,
'Tis only God may be had for the asking.—*Lowell*.
33. He's truly valiant that can wisely suffer
The worst that man can breathe.—*Shakespeare*
34. Life is not so short but that there is always time enough for courtesy.—*Emerson*.
35. Where's the coward that would not dare to fight for such a land!—*Scott*.
36. Be always displeased at what thou art, if thou desire to attain to what thou art not.—*Quarles*.
37. Sweet are the uses of adversity;
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head.—*Shakespeare*.
38. To resist with success the frigidity of old age, one must combine the body, the mind, and the heart; to keep these in parallel vigor, one must exercise, study and love.—*Bon Stellen*.
39. Who dares think one thing, and another tell,
My soul detests him as the gates of hell.—*Homer*.

40. True wit is like a precious stone,
Dug from the Indian mine,
Which boasts two various powers in one,
To cut as well as shine.—*Swift*.
41. Like the river, swift and clear,
Flows his song through many a heart.—*Longfellow*.
42. Reason's whole pleasure, all the joys of sense,
Lie in three words, Health, Peace, and Competence.—*Pope*.
43. Next to being a great poet, is the power of understanding
one.—*Longfellow*.
44. Mystery, such as is given of God, is beyond the power of
human penetration, yet not in opposition to it.—*Madame
de Staël*.
45. 'Tis an ill cure
For life's worst ills, to have no time to feel them.—*Henry
Taylor*.
46. Virtue is like precious odours, most fragrant when they
are incensed or crushed.—*Bacon*.
47. It is style alone by which posterity will judge of a great
work, for an author can have nothing truly his own but
his style.—*Disraeli*.
48. A disposition to preserve, and an ability to improve, taken
together, would be my standard of a statesman.—*Burke*.
49. It is as easy to draw back a stone thrown with force from
the hand, as to recall a word once spoken.—*Menander*.
50. O! many a shaft, at random sent,
Finds mark the archer little meant!
And many a word, at random spoken,
May soothe or wound a heart that's broken!—*Scott*.

FULL OUTLINE OF THE SENTENCE.

I. Subject.

1. Word—noun, pronoun.
2. Phrase—prepositional, verbal.
3. Clause—noun, abridged.

II. Predicate.

1. Word or words—verb.

III. Complement.

1. Object complement.

- a.* Word—noun, pronoun.
 - b.* Phrase—verbal.
 - c.* Clause—noun, abridged.
- 2. Subjective complement.
 - a.* Word—noun, pronoun, adjective.
 - b.* Phrase—prepositional, verbal. (Both adjective and noun uses.)
 - c.* Clause—noun.
- 3. Objective complement.
 - a.* Word—noun, pronoun, adjective.
 - b.* Phrase—prepositional.

IV. Modifier.

- 1. Adjective modifier.
 - a.* Word—noun and pronoun (possessive modifier and appositive), adjective.
 - b.* Phrase—prepositional, verbal (appositive and as an adjective).
 - c.* Clause—adjective, noun (appositive).
- 2. Adverbial modifier.
 - a.* Word—noun and pronoun (indirect and adverbial objects), adverb.
 - b.* Phrase—prepositional, verbal.
 - c.* Clause—adverb, abridged.

V. Connective.

- 1. Word—pronoun, adjective, adverb, conjunction.
(The conjunction is the only part of speech that is purely connective in its use.)

VI. Independent.

- 1. Word—noun, pronoun, adverb, interjection.
- 2. Phrase—prepositional, verbal.

The noun or pronoun is said to be used *absolutely* when it is used as the subject of an abridged clause used adverbially.

PARTS OF SPEECH.

CLASSES AND PROPERTIES.

THE NOUN.

Classes.

- I. Proper.
- II. Common.
 - 1. Class.
 - 2. Collective.
 - 3. Abstract.

QUESTIONS AND EXERCISES.

Define each of the above terms. Illustrate each by a sentence. How may a common noun become proper? Give examples in sentences. How may a proper noun become common? Give examples in sentences. Distinguish clearly between a collective and a class noun. How may an adjective be used as a noun? Illustrate by sentences.

Write twenty nouns of each class.

Select all the nouns in the *miscellaneous sentences for analysis*, pp. 57-59, and tell to which class each belongs.

THE PRONOUN.

Classes.

I. Personal.

Simple. *I, thou, you, he, she, it*, with their declined forms.

Compound. *Myself, thyself, yourself, himself, herself, itself*, with their declined forms.

II. Interrogative.

Who, which, what, with their declined forms.

(The interrogative pronoun is sometimes used in an indirect question, and it then fills an office in a noun clause).

III. Relative.

Simple. *Who, which, what, that, as, but*, with their declined forms.

Compound. Formed by adding *ever* or *soever* to all the forms of *who, which, and what*.

IV. Adjective.

This, that, all, none, many, much, both, former, latter, each, few, more, one, other, another, and other nominal adjectives.

QUESTIONS.

Define the pronoun and each of its classes. What is an antecedent? Use in sentences a word, a phrase, and a clause as an antecedent of a pronoun. To what uses may the pronoun be put that the noun may not? Why are personal pronouns so called? For what purposes are compound personal pronouns used? Illustrate each by a sentence. Use in sentences the three interrogative pronouns given in the list. Use in noun clauses the three interrogative pronouns given in the list. Distinguish between the use of the interrogative pronoun in a sentence and in a noun clause. What double office does every relative pronoun fill? In what kind of clause is the simple relative used? Every compound relative is equivalent to what? Distinguish between *what* as a relative and as an interrogative pronoun used in a noun clause. To what does the relative *who* relate? *that*? *which*? When is the relative *who* or *which* preferred to *that*? When is the relative *that* preferred to *who* or *which*? Use *as* and *but* in sentences as relative pronouns. The relative *but* is equivalent to what? Distinguish between

an adjective pronoun and an adjective, using for illustration the list of adjective pronouns given.

EXERCISES.

- I. *Use in sentences the pronouns given in the lists under classes.*
- II. *Name all the pronouns in the following sentences, and tell to which class each one belongs.*

1. What is it that you want ?
2. I myself sometimes despise myself.
3. He reads whatever is instructive.
4. We love those who aid us in gratifying our desires.
5. One might suggest much on a topic so fruitful as that.
6. Do you know who said so ?
7. Who is he to whom you gave what I sent ?
8. Both of yours are good, but neither of mine is.
9. You may have whichever pleases you most.
10. Every one else stood still at his post.
11. All that he does is to complain of those who care for him.
12. I myself saw him take the other's part.
13. Well we knew who stood behind, though the earth-work hid them.
14. There is nothing but is related to us.
15. God offers to every mind its choice between truth and repose. Take which you please—you cannot have both.
16. Whoso is heroic will always find crises to try his edge.
17. Some said one thing and some another.
18. Such as I have, give I thee.
19. They that seek me early shall find me.
20. By others' faults wise men correct their own.
21. Which is the picture that they selected ?
22. All that a man hath will he give for his life.
23. Neither has anything he calls his own.
24. Who is the man that you were speaking to ?
25. Souls such as these treat you as gods would.
26. Men take each other's measure when they meet.
27. Our readers probably remember what she told us of herself.

28. What hand but would a garland cull
For thee who art so beautiful?
29. All these he saw.
30. It is little matter which of the two you choose.
31. To do that is unwise, and I wish you to know it.
32. He acted on the impulse of the moment, which was not
wise.
33. Whatever purifies the heart, also fortifies it.
34. Who and what was Milton? That is to say, what is the
place which he fills in his own vernacular literature?
35. Whatever he knows and thinks, whatever in his apprehen-
sion is worth doing, that let him communicate.
36. He went on speaking to who would listen to him.
37. What kept me silent was the thought of my mother.
38. What do we know of nature or of ourselves?
39. He who neglects the present moment throws away all he
has.
40. To every man give that which most he needs;
Do that which he can never do for you.
41. We should rejoice if those who rule our land
Be men who hold its many blessings dear.

III. *Point out the pronouns that have antecedents expressed in the above sentences, and name their antecedents.*

POINTS TO NOTICE IN THE USE OF PRO- NOUNS.

1. Do not use pronouns needlessly.
2. Make the reference to the antecedent clear.
3. Place the clause as near as possible to the word it modifies.
4. The relative *who* is used to refer to persons or to brute animals or things, personified.
5. The relative *which* is used to refer to brute animals or things.
6. The relative *that* may refer to persons, brute animals, or things.
7. Use *who* or *which* in preference to *that* in non-restrictive clauses.

8. Use *that* in preference to *who* or *which* to avoid ambiguity; when antecedents name both persons and things; generally after adjectives in the superlative degree, the interrogative pronoun *who*, the words *all*, *same*, *any*, *each*, etc., for the sake of sound; when *it* is used as the antecedent.
9. Use like relative pronouns to introduce two or more co-ordinate clauses.
10. Use different relative pronouns to introduce clauses modifying different words in the same sentence.
11. Use *which* rather than *what* or *who* in referring to a choice.
12. The antecedent of *what* is not expressed.
13. Do not use in the same sentence the two styles of pronouns; as, *you* and *thou*.
14. Use compound personal pronouns only for emphasis or in a reflexive sense.
15. *Each* refers to any number of objects taken singly.
16. *Either* and *neither* refer to one of two only.
17. When *one*, *other*, *this*, *that*, *these*, *those*, refer to objects previously mentioned, *one*, *that*, and *those* refer to the first mentioned; *other*, *this*, and *these* to the last mentioned.

EXERCISE.

Read correctly the following sentences, and give reasons. (Not all of the sentences are incorrect.)

1. All (which, that) I have is thine.
2. She saw her friend as she passed.
3. Who is the lady (who, that) is coming?
4. It was you (whom, that) I spoke to.
5. The boy and the dog (which, that) we saw were playing.
6. I cannot tell you (which, who) will do the best.
7. He was a member of the legislature (who, which, that) passed this bill.
8. The wisest men (whom, that) you can find, make mistakes.
9. They invited my friend and myself to go.
10. The boy told his companion that he thought he had come too early.
11. That man is wisest (who, that) keeps his own secrets.

12. I do not know (who, which) is the tallest of those two boys.
13. There is a row of elms on (each, either) side of the road.
14. These two boys are always quarreling with one another.
15. As the prize was offered to the pupil (who, which) did the best work, (each, all) had a chance.
16. Here is a book which, if you read it carefully, you will find much information in it.
17. The ant, (who, which) had a plentiful store, thus spoke to the cricket, &c.
18. That is the house (that which) stands on the hill (that, which) overlooks the city.
19. I have several histories here, (either, any) of which will give you the information.
20. Cotton that is a plant is woven into cloth.
21. Thou shouldst never forsake the friend that is true to you.
22. The man kept the boy at work, which was a wise thing to do.
23. The man (who, that) came with us and (who, that) returned with our friends is the lecturer.
24. Was it the wind, or you (who, that) shut the door?
25. We prepared (us, ourselves) to die.
26. Chicago and New York are important cities; this in the east, that in the west.
27. (Whom, which) of those ladies do you admire most?
28. Is it I, or he (who, that) you want to see?
29. You have mine, but I have thine.
30. The people (who, that) were invited and (who, that) were expected, did not come.
31. Charles asked his brother to take his book to his friend.
32. I trusted to my dog (who, which) knew the way better than I did.
33. He is the first scholar (who, that) has succeeded in answering it.

PROPERTIES OF THE NOUN AND PRONOUN.

I. Gender.

1. Masculine.
2. Feminine.
3. Common.
4. Neuter.

EXERCISE.

Define gender. Define each of the divisions of gender. Why do some grammarians object to giving gender to all nouns? In what three ways do nouns distinguish sex? Illustrate by a word each of these ways. When is a collective noun naming persons in the neuter gender? in the masculine gender? in the feminine gender? in the common gender? When is the name of an inanimate object in the masculine or feminine gender? What determines which gender it shall take?

Learn the following gender forms.

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
abbot	abbess	god	goddess
negro	negress	duke	duchess
governor	governess	heir	heiress
murderer	murderess	deacon	deaconess
author	authoress	shepherd	shepherdess
priest	priestess	earl	countess
actor	actress	lord	lady
benefactor	benefactress	signor	signora
tiger	tigress	czar	czarina
editor	editress	sultan	sultana
prince	princess	lad	lass
proprietor	proprietress	monk or friar	nun
emperor	empress	bachelor	maid
master	mistress	youth	maiden

instructor	instructress	merman	mermaid
hunter	huntress	Jesse	Jessie
executor	executrix	Francis	Frances
administrator	administratrix	Cornelius	Cornelia
hero	heroine	Louis	Louisa
wizard	witch	Joseph	Josephine

II. Person.

1. First.
2. Second.
3. Third.

QUESTIONS.

Define person. Define each of the divisions. Can a noun be used in the first and second persons? If so, what offices can it fill when in the first and second persons? Name the pronouns whose forms show the person. How is the person of a relative pronoun determined? When a relative pronoun has two or more antecedents differing in person, how is the person determined?

III. Number.

1. Singular.
2. Plural.

QUESTIONS.

Define number. Define the two divisions. Give the following rules for forming the plural: general rule; words ending in *o*; words whose final sound will not unite with *s*; words ending in *y*; words ending in *f* or *fe*. Give a list of ten words whose plurals are formed irregularly. How is the plural of compound nouns formed? Give three illustrations. How is the plural of proper nouns formed? Why do not all the rules for the common noun hold good with proper nouns? How are the

plurals of proper names with titles formed? Illustrate by words the different plurals. Give a list of ten words that are always singular. Give a list of ten words that are always plural. Use the following words in sentences in such a way as to show the number of each: *politics, news, pains (care), tidings, wages, scissors, molasses, measles, riches*. When does a collective noun having the singular form require a singular verb? When a plural verb? Illustrate both by sentences. When is the apostrophe used in forming plurals?

NOTE.—In the formation of foreign plurals the ending *us* is changed to *i*, *a* to *æ*, *um* and *on* to *a*, *is* to *es* or *ides*, etc.

Learn the following plurals.

<i>Singular.</i>	<i>Plural.</i>
eye	eyes
lantern	lanterns
Clark	Clarks
Brown	Browns
ax	axes
church	churches
box	boxes
sash	sashes
couch	couches
summons	summonses
brush	brushes
gas	gases
topaz	topazes
tax	taxes
atlas	atlases
circus	circuses
isthmus	isthmuses
niche	niches
buffalo	buffaloes
echo	echoes
embargo	embargoes
grotto	grottoes
mosquito	mosquitoes

<i>Singular.</i>	<i>Plural.</i>
motto	mottoes
negro	negroes
potato	potatoes
tornado	tornadoes
volcano	volcanoes
cargo	cargoes
veto	veto ^s or vetos
zero	zeroes or zeros
calico	calicoes
hero	heroes
mulatto	mulattoes
portico	porticoes
memento	mementos
canto	cantos
lasso	lassos
octavo	octavos
piano	pianos
solo	solos
quarto	quartos
proviso	provisos
halo	halos
cameo	cameos
bamboo	bamboos
cuckoo	cuckoos
folio	folios
ratio	ratios
embryo	embryos
trio	trios
fly	flies
ally	allies
army	armies
city	cities
daisy	daisies
fairy	fairies
fancy	fancies
lady	ladies
lily	lilies

<i>Singular.</i>	<i>Plural.</i>
mystery	mysteries
soliloquy	*soliloquies
colloquy	*colloquies
penny	pennies
berry	berries
story	stories
glory	glories
history	histories
family	families
cherry	cherries
turkey	turkeys
alley	alleys
attorney	attorneys
chimney	chimneys
money	moneys
jockey	jockeys
valley	valleys
donkey	donkeys
pulley	pulleys
journey	journeys
monkey	monkeys
key	keys
elf	elves
life	lives
half	halves
leaf	leaves
shelf	shelves
sheaf	sheaves
knife	knives
loaf	loaves
wharf	wharves (also wharfs)
calf	calves
self	selves
wife	wives
wolf	wolves

*Are these words exceptions to the rule?

<i>Singular.</i>	<i>Plural.</i>
fife	fifes
staff	stuffs
cuff	cuffs
flag-staff	flag-stuffs
belief	beliefs
chief	chiefs
gulf	gulfs
handkerchief	handkerchiefs
roof	roofs
strife	strifes
scarf	scarfs
sheep	sheep
child	children
deer	deer
mouse	mice
woman	women
tooth	teeth
ox	oxen
alkali	alkalies or alkalis
goose	geese
foot	feet
focus	foci or focuses.
fungus	fungi or funguses
magus	magi
radius	radii or radiuses
terminus	termini
alumnus	alumni
genius	genii or geniuses
sarcophagus	sarcophagi or sarcophaguses
nucleus	nuclei
stimulus	stimuli
nebula	nebulae
vertebra	vertebrae
alumna	alumnae
larva	larvae
formula	formulae or formulas
minutia	minutiae

<i>Singular.</i>	<i>Plural.</i>
datum	data
erratum	errata
memorandum	memoranda or memoran- dums
stratum	strata
gymnasium	gymnasias or gymnasiums
medium	media
spectrum	spectra
analysis	analyses
antithesis	antitheses
axis	axes
basis	bases
crisis	crises
ellipsis	ellipses
hypothesis	hypotheses
oasis	oases
parenthesis	parentheses
synopsis	synopses
thesis	theses
amanuensis	amanuenses
phenomenon	phenomena
criterion	criteria or criterions
parhelion	parhelia
aphelion	aphelia
perihelion	perihelia
appendix	appendices or appendixes
vortex	vortices or vortexes
index	indices or indexes.
vertex	vertices or vertexes
bandit	banditti or bandits.
beau	beaux or beaus
cherub	cherubim or cherubs
genus	genera
stamen	stamina or stamens
monsieur	messieurs

<i>Singular.</i>	<i>Plural.</i>
madame	mesdames
seraph	seraphim or seraphs
son-in-law	sons-in-law
commander-in-chief	commanders-in-chief
attorney-at-law	attorneys-at-law
aid-de-camp	aids-de-camp
father-in-law	fathers-in-law
hanger-on	hangers-on
knight-errant	knights-errant
man-of-war	men-of-war
postmaster-general	postmasters-general
attorney-general	attorneys-general
court-martial	courts-martial
knight-templar	knights-templar or knights-templars
woman-servant	women-servants
woman-singer	women singers
nan-servant	men-servants
court-yard	court-yards
Englishman	Englishmen
German	Germans
Norman	Normans
Brahman	Brahmans
Ottoman	Ottomans
Frenchman	Frenchmen
fisherman	fishermen
maid-servant	maid-servants
goose-quill	goose-quills
handful	handfuls
spoonful	spoonfuls
mouthful	mouthfuls
cupful	cupfuls
piano-forte	piano-fortes
step-son	step-sons
tooth-brush	tooth-brushes
major-general	major-generals
lieutenant-general	lieutenant-generals
wagon-load	wagon-loads
ox-cart	ox-carts

Form the plurals of names of persons with the titles Mr., Mrs., Miss, Dr., Gen., etc.

Form the plural of words used as words; as, *if*, *and*, etc.

Form the plural of signs; as, +, —, etc.

Form the plural of figures; as 2, 5, etc.

Form the plural of letters; as *a*, *m*, etc.

Give a list of nouns that have two plurals, with different meanings. Define the plurals.

Give a list of nouns that have the same form for both numbers.

IV. Case.

1. Nominative.
2. Possessive.
3. Objective.

NOMINATIVE CASE CONSTRUCTIONS.

1. Subject of a finite verb.

Noun.

The *man* was there.

Personal pronoun.

He was there.

Interrogative pronoun.

Who was there?

Relative pronoun.

The man *who* was there has gone.

Adjective pronoun.

All were there.

2. Subject of an abridged clause used as an adverb.

Noun.

The *man* being here, we did not go.

Personal pronoun.

He being here, we did not go.

Adjective pronoun.

All being present, the discussion was opened.

3. Appositive of a word in the nominative case.

Noun.

It was Mr. Brown, the *lawyer*.

Personal pronoun.

It was Mr. Brown, *he* who is a lawyer. I *myself* saw it.

Adjective pronoun.

His home, *all* he had, was lost.

4. Subjective complement after a finite verb.

Noun.

He is the *man*.

Personal pronoun.

It is *he*.

Interrogative pronoun.

Who is the leader?

Relative pronoun.

He is not the person *that* you think he is.

Adjective pronoun.

I know it was *this*.

5. Subjective complement after a non-finite verb in the participial form.

- a. Clause used as an adverb.

Noun.

He being a *foreigner*, the office was denied him.

Personal pronoun.

It being *he* who asked, the request was granted.

Adjective pronoun.

This being *all* he asked, his request was granted.

- b. Clause used as a noun.

Noun.

His being a *foreigner* made no difference.

Personal pronoun.

Its being *he* who asked caused the request to be granted.

6. Absolute after a verbal.*

a. Verbal in participial form.

Noun.

Becoming a *politician* changed him.

b. Verbal in infinitive form.

Noun.

To be a *poet* is to be a *man*.

Personal pronoun.

To be *he* is not desirable.

Adjective pronoun.

To be *all* that he desires to be seems impossible.

7. Independent.

a. Direct address.

Noun.

My *friend*, come with me.

Personal pronoun.

Roll on, *thou* deep and dark blue ocean, roll!

b. Pleonasm.

Noun.

The *smith*, a mighty man is he.

Personal pronoun.

He who will, let him come.

Adjective pronoun.

All that will, let them come.

c. Exclamation.

Noun.

Poor *man!* he was in deep distress.

d. Inscription or specification.

In this use it is not an element in a sentence.

* Same as subjective complement except it does not refer to a preceding word.

POSSESSIVE CASE CONSTRUCTIONS.

1. Possessive modifier.

Noun.

The *boy's* book is lost.

Personal pronoun.

His book is lost.

Interrogative pronoun.

Whose book is lost?

Relative pronoun.

The boy *whose* book is lost, failed to recite.

Adjective pronoun.

He can take *another's* place.

2. Appositive of a word in the possessive case.

Noun.

Mr. Brown, the *lawyer's*, home was destroyed.

3. Subject of an abridged clause to avoid ambiguity. (The clause is used as a noun.)

Noun.

My *friend's* being there prevented your going.

Personal pronoun.

Her being there prevented *your* going.

Interrogative pronoun.

Whose being there prevented your going?

Adjective pronoun.

His being there prevented *another's* going.

OBJECTIVE CASE CONSTRUCTIONS.

1. Direct object.

Noun.

I saw the *city*.

Personal pronoun.

I saw *you*.

Relative pronoun.

It was you *whom* I saw.

Interrogative pronoun.

Whom did you see?

Adjective pronoun.

I saw *that*.

2. Indirect object.

Noun.

She told the *child* a beautiful story.

Personal pronoun.

She told *me* a beautiful story.

Adjective pronoun.

He gave *one* toys, the *other* books.

3. Adverbial object.

Noun.

He walked a *mile*.

Adjective pronoun.

He walked *much* of the way.

4. Objective complement.

Noun.

They named the child *James*.

Interrogative pronoun.

What did they name the child?

5. Object of a preposition.

Noun.

John spoke to his *brother*.

Personal pronoun.

John spoke to *him*.

Relative pronoun.

The man *whom* John spoke to is his brother.

Interrogative pronoun.

Whom did John speak to?

Adjective pronoun.

John spoke of *that*.

6. Subject of a non-finite verb in the infinitive form, unless it is also the subject of the finite verb on which the infinitive depends.

Noun.

I know the *report* to be true.

Personal pronoun.

I know *him* to be honest.

Relative pronoun.

The report *which* you thought to be true, is false.

Interrogative pronoun.

Whom did you take to be the man?

Adjective pronoun.

I know *that* to be true.

7. Appositive of a word in the objective case.

Noun.

He told his brother *James*.

Personal pronoun.

I spoke to my friend, *her* whom you met yesterday. I told John *himself*.

8. Subjective complement referring to a word in the objective case. (Found only in abridged clauses.)

a. After the infinitive form of the non-finite verb.

Noun.

I know the boy to be a *student*.

Personal pronoun.

I thought this boy to be *him*.

Relative pronoun.

He is not the person *that* you thought him to be.

Interrogative pronoun.

Whom do you think him to be?

Adjective pronoun.

I thought that to be *all* he wanted.

- b. After the participial form of the non-finite verb.
(Abridged clause is used as a noun.)

Noun.

I did not think of his being the *man*.

Personal pronoun.

I did not think of its being *him*.

Interrogative pronoun.

Whom did you think of its being?

Adjective pronoun.

I did not think of his being the *one*.

9. Subject of an abridged clause used as a noun. (The verb has a participial form.)

Noun.

I heard the *children* singing.

Personal pronoun.

I saw *them* coming.

Relative pronoun.

The lady *whom* you saw passing the house, is my friend.

Interrogative pronoun.

Whom did you find working?

Adjective pronoun.

I saw *many* walking on the street.

NOTES ON CASE.

Appositive.—An appositive agrees in case with the word which it modifies. When a noun is used as an appositive of a sentence or phrase, it is in the nominative case.

Subjective Complement.—A subjective complement agrees in case with the word to which it refers. Hence, in a

sentence or an unabridged clause, the case of a subjective complement is always nominative; in an abridged clause, it may be nominative or objective.

Case of subjective complement after a non-finite verb in the participial form:—

Nominative in an abridged clause used as an adverb.

Nominative or objective in an abridged clause whose subject is in the possessive case. It takes the same case as the subject would have if it were not made possessive to avoid ambiguity. The subjective complement could not be in the possessive case and agree with the subject, because the subject is not possessive in meaning, but only in form. (By some grammarians, this construction is always considered in the nominative case.)

Case of subjective complement after a non-finite verb in the infinitive form:—

Nominative when the subject of the abridged clause is also subject of the sentence; as, It was thought to be *he*.

Under all other conditions, it is objective.

EXERCISES.

1. Decline five nouns.
2. Decline all the pronouns given in the lists under classes of pronouns.
3. Name all the constructions given under each of the three cases, and illustrate each by a sentence.
4. Give the case and construction of the pronouns in exercise 2, page 79.

POSSESSIVE CASE FORMS OF NOUNS.

Rule.—

To form the possessive singular of nouns, add an apostrophe and *s* ['s] to the nominative singular. To form the

possessive plural, add an apostrophe ['] to the nominative plural if the word ends with *s*; add an appostrophe and *s* ['s] to the nominative plural if the word does not end with *s*.

Examples.—

The *boy's* books. The *boys'* book. The *child's* toy. The *children's* toy.

NOTE.—To avoid the repetition of the sound of *s*, an apostrophe only is sometimes added to form the possessive singular.

EXERCISE.

Form the Possessive singular and plural of:—

Man, boy, lady, woman, emperor, empress, prince, princess, beau, citizen, child, girl, goose, country, Anna, James, Xerxes, jury, sister, Mary, valley, ox, Mr. Johnson, friend, Mr. Brooks, farmer, company, hero, army, family, attorney, attorney-at-law, attorney-general, wife, wolf, sheep, deer, cherub, son-in-law, hanger-on, postmaster-general, man-servant, Englishman, German, fisherman, major-general, Mrs. Clark, Miss Curtis, Dr. Brown, it, I, Burns, Keats, Dickens

Form the Possessive singular of:—

Somebody else, Peter the Great, Emperor of Germany, Duke of York, George Washington, William the Conqueror, President of the United States.

POINTS TO NOTICE IN THE USE OF POSSESSIVE FORMS

Of and an object should frequently be used instead of the possessive noun in speaking of inanimate objects.

The possessive sign immediately precedes the name of the thing possessed, if possible.

There should be just as many possessive signs used as there are possessions denoted.

Hence, the following rules:

When a possessive noun is followed by an appositive, the possessive sign is generally added to the appositive; as, *Mr. Brown, the lawyer's home*.

When the appositive is compound or has several modifiers, it is better to change the possessive modifier to the form of a phrase; as, *Mr. Brown, his neighbor and friend's home*, would become *The home of Mr. Brown, his neighbor and friend*.

When the name of the thing possessed is omitted, the sign may be added to either; as, *We stopped at Mr. Brown's, the merchant*, or *We stopped at Mr. Brown, the merchant's*.

The possessive sign is added only to the last of two or more nouns denoting common possession; as, *Reed and Kellogg's Grammar*.

If they do not denote common possession, the possessive sign is added to each noun; as *Cleveland's and Harrison's administration*.

Add the possessive sign to the last word of a compound noun; as, *son-in-law's, sons-in-law's, major-general's, major-generals'*.

EXERCISES.

Unite the following pairs of words so that possession is denoted, putting each in the best form.

Witness, testimony; France, army; trees, leaves; William and Mary, reign; Henry the Eighth, wives; United States, navy; Demosthenes, orations; mountain, top; mountain, brow; Harper and Brothers, books; Dickens, novels; Burns, poems; Alexander the Great, conquests; father, picture; mother, love; Mason and Dixon, line; Webster, the statesman, speeches.

Write correctly the following sentences, expressing each one in the best way. (Not all the sentences are incorrect.)

1. Buy the bread at Hall's, the baker's.
2. Who were Cain's and Abel's parents?

3. Who were Mary's and Clara's friends ?
4. John and William's reputations are good.
5. John's and William's book are new.
6. Her father's and mother's consent was granted.
7. This house is Mr. Hill's, the merchant's.
8. Mary and Anna's mother was there.
9. These plays are Shakespeare's, the dramatist's.
10. We stopped at Mr. Brown, the secretary and treasurer's home.
11. We will meet at Messrs. Johnson's and Thompson's, the booksellers.
12. It was the man and not the boy's fault.
13. James and Henry's vacation continued through August.
14. This is the boy's as well as the man's desire.
15. They sell Steinway and Chickering's pianos.*
16. John and Gilbert's friendship was unbroken.
17. They read Bancroft, Prescott, and Motley's history.
18. Nicolay's and Hay's "Abraham Lincoln" is an authentic history of the Civil War.
19. This is Dr. Hill's, the professor of rhetoric's, opinion.
20. This is Victoria's, queen of England's province.
21. This province is Victoria's, queen of England's.

Read the following sentences correctly, and give the office and case of the noun or pronoun chosen.

1. It was not (I, me); it was either you or (he, him).
2. Her sister is taller than (her, she).
3. All of (we, us) girls were interested.
4. If I were (they, them) I would go.
5. Its being (him, he) was not doubted.
6. There is no doubt of its being (him, he).
7. (They, them) that honor me, I will honor.
8. (They, them) deciding to go we stayed.
9. My sister knew it was (me, I), but Mary thought it to be (her, she).
10. I know (he, him) to be the man.
11. I believe it to be (he, him).
12. It was not (them, they) that came for us.
13. I visited my friend (she, her) whom you met.
14. I came sooner than (her, she).

*In what other way may this be expressed ?

15. I would rather speak to you than (her, she).
16. (Who, whom) did she ask? (I, me)?
17. It may have been (us, we) that you saw.
18. They told you more of the truth than (us, we). (Give two meanings. Correct ambiguity.)
19. Let you and (I, me) go.
20. I offered to let Mary and (she, her) have it.
21. They sent word for John and (him, he) to go at once.
22. They said that you and (I, me) might go.
23. They said for you and (I, me) to go.
24. It was (she, her) who told the news, not (me, I).
25. They lost no more by the fire than (we, us).
26. Which did they speak to (she, her) or (me, I)?
27. Other girls have books as well as (I, me).
28. The teacher excused other girls as well as (I, me).
29. She knows (who, whom) I thought it was.
30. She knows (who, whom) I thought it to be.
31. She knows (who, whom) it was thought to be.
32. I gave it to the man (who, whom) I thought was the owner.
33. I gave it to the man (who, whom) I took to be the owner.
34. (Who, whom) did you expect to see?
35. Can't you remember (who, whom) you gave it to?
36. You may appoint (whoever, whomever) you desire.
37. They will send (whoever, whomever) is willing to go.
38. They will give the position to (whoever, whomever) wants it.
39. Nobody was there but my friend and (I, me).
40. They wish to speak to you and (she, her).
41. They gave (us, we) boys a holiday.
42. I thought that her mother and (she, her) were going.
43. Who is there? (I, me).
44. (Who, whom) did you call? (I, me)?
45. They invited (we, us) boys to go.
46. It seemed strange to such people as (they, them).
47. Whom can I trust, if not (he, him)?
48. If anyone is right, it is surely (her, she).
49. If anyone is right, it is sure to be (she, her).
50. I heard of (him, his) coming home.
51. Were you surprised at (it, its) being (he, him)?
52. John's parents oppose (him, his) playing football.

53. These are they (who, whom) we said would come.
54. The (man, man's) breaking jail is evidence of his guilt.
55. I know (who, whom) it is I serve.
56. Give it to (whoever, whomever) needs it most.
57. (Harry, Harry's) being late caused the accident.
58. Your neighbor is (whoever, whomever) you can help.
59. He told those (who, whom) he thought were his friends.
60. He told those (who, whom) he thought he could trust.
61. He is a man (who, whom) I should expect to do right.
62. He is a man (who, whom) I should think would do right.
63. Other nations are not so blest as (thou, thee).
64. The taller man was supposed to be (he, him).
65. (Who, whom) do you think they expect to do the work?
66. (Who, whom) do you think is expected?
67. How do I know (whom, who) to trust?
68. (Whom, who) did you come to see? (Me, I)?
69. To be (her, she) is not desirable.
70. Why shouldn't (we us) girls be allowed to go?
71. Few can do the work better than (he, him).
72. (Who, whom) did they appoint leader?
73. (Who, whom) besides (he, him) do you think was rewarded?
74. (Him, he, his) being a teacher did not prevent the (report, report's) spreading.
75. I met a man yesterday (whom, who) I thought was you.

GENDER, PERSON AND NUMBER OF PRONOUNS.

A pronoun agrees with its antecedent in gender, person and number.

Properties of a pronoun having two or more antecedents:

1. It is in the singular number if the two or more antecedents represent the same person or thing; otherwise, it is in the plural number.
2. If the antecedents differ in person, the first person is preferred to the second and the second to the third. (Why is this so?)
3. If the antecedents differ in gender, being masculine and feminine, the pronoun is in the common gender;

if they are masculine or feminine and neuter, the gender of the pronoun is indefinite.

EXERCISES.

I. *Fill the blanks with the proper pronouns, and state your reasons.*

1. Some person has left — books.
2. Honesty, and labor also, will have — reward.
3. The firm paid all — debts.
4. None of the workmen had brought — tools.
5. Nearly every one promised — support.
6. Boys, let every one of you take — place.
7. Neither she nor I studied — lesson.
8. If any one will go, let — say so.
9. Let each take — turn.
10. The committee handed in — report.
11. Our committee gave — report.
12. Nobody should praise — self.
13. She laughs like one out of — mind.
14. Either of the girls will give you — book.
15. Either John or his friends offered — assistance.
16. Every one must judge of — own feelings.
17. Which of the two finished — work first?
18. Let each of the girls take — place.
19. Let all the girls take — (place, places).
20. If anybody calls, tell — to wait.
21. The audience kept — seats.
22. Neither Albert nor Anna recited — lesson well.
23. Our club will hold — meeting tomorrow.
24. Neither you nor she has brought — books.
25. Both she and I have studied — lesson.
26. Either my brother or I must take — father's place.
27. If any man or woman violates — pledge, — shall pay a fine.
28. Those who have not finished, let — hold up — hand.
29. If any one has not finished, let — hold up — hand.

II. *Give the gender, person, and number of the pronouns in Exercise 2, page 85.*

THE VERB.

Classes.

I. According to form.

1. Regular.
2. Irregular.

QUESTIONS AND EXERCISES.

What is a regular verb? An irregular verb? Name the principal parts of the verb. Why are they called principal parts? What is a redundant verb? A defective verb? An auxiliary verb?

Learn the principal parts of the irregular verbs as given in the text-book.

Name ten defective verbs and ten redundant verbs and give their principal parts.

Name ten auxiliary verbs.

II. According to relation to the subject.

1. Finite.
2. Non-finite verbs.

QUESTIONS AND EXERCISES.

What is a finite verb? A non-finite verb? What is the literal meaning of *finite*? *Non-finite*? How is a finite verb used in a sentence? A non-finite verb? How do the two differ in form? What two forms may the non-finite verb have?

Classify all the verbs in the exercise on page 85, according to their relation to their subjects.

III. According to relation to objects.

1. Transitive, a verb which requires that the receiver of the act be named.
2. Intransitive, a verb which does not require that the receiver of the act be named.

QUESTIONS.

What is a transitive verb? An intransitive verb? What is the literal meaning of the word, *transitive*? How is it applicable to this use? Why is it not well to define a transitive verb as one which requires an object? What two offices can the receiver of the act fill? Illustrate both by sentences. What does every transitive verb express? Is it necessary that the actor be named in sentences containing transitive verbs?

EXERCISES.

I. *Fill the blanks in the following sentences and tell whether the verb is transitive or intransitive. If the verb is transitive, name the receiver of the act.*

1. The tree grows —. 2. The wind blows —. 3. They lived —. 4. He was sent —. 5. John became —. 6. He studies —. 7. He raised —. 8. He rose —. 9. We expect —. 10. The child sleeps —. 11. He lay —. 12. He laid —. 13. He set —. 14. He sat —. 15. He speaks —. 16. The house fell —. 17. The letter was written —. 18. He walked —. 19. She has taught —. 20. He turned —. 21. He may go —. 22. The man was —. 23. He is improving —. 24. The story was read —. 25. I came —. 26. The general commanded —. 27. We have —. 28. The boy has thrown —. 29. The light was seen —. 30. The work was completed —. 31. They proved —. 32. He may not hear —. 33. The water has flowed —. 34. The story was believed —. 35. He returned —. 36. The general marched —.

II. *Use in short sentences the following verbs, and tell whether the verbs are transitive or intransitive. If the verb may be both transitive and intransitive, illustrate both uses by sentences.*

Abide, bear, was begun, has bidden, blew, will burn, may buy, burst, has been caught, will be chosen, cost, may eat, feels, fought, had flown, had flowed, will freeze, can go, have, lay (to recline), lay (to place), had laid, had lain, may be known, could be heard, let, will meet, should be read, may have seen, shot, must sleep, had sung, will stand, could have struck, can teach, must have told, was thrown, has worn, may work, had been written, have gone, walked, can see, might have done, may write, could go, has, was sung, breaks, had been blowing, drew, had been driven, will grow, ought to know, should have lain, may ring, raise, rise, will set, sit, had been told, will be lost, will have forgotten, might be written, can be given, will remain, was employed, may have been omitted, raises, can forgive, had been attacked, has struck, will be built, would believe, should be sent, will have been, seemed, has lived, will fall, can run, shall be, may have risen, was, has become, have had, had been proved, was learned, will study, can write, was completed.

PROPERTIES OF THE VERB.

I. Voice.

1. Active.
2. Passive.

NOTES.—Since the subject of a verb in the passive voice names the receiver of the act, a verb in the passive voices requires that the receiver of the act be named, or is transitive. Since only the transitive verb can be put in the passive voice, most grammarians agree in giving the property of voice to the transitive verb only.

A few grammarians give the property of voice to all verbs that express action, since all verbs that express action can take subjects which name the actor, the requirement for the active voice.

QUESTIONS.

Define voice. Define the two divisions. Give a sentence containing a verb in the active voice, and change the verb to passive voice. Name three changes in the construction of a sentence that result from changing a verb from active to passive voice. Of what does the passive-voice form of the verb

consist? How is it determined, which form of the verb *be* to use in the passive-voice form? Why do only transitive verbs have voice? What are the tests for the passive voice? Distinguish between a verb in the passive voice and the verb *be* followed by a perfect participle used as subjective complement. Why is the passive voice used? When can a verb in the passive voice take a direct object? How are some intransitive verbs put in the passive voice?

Tell the voice of each verb in the following sentences, and change the voice.

1. Our friends assisted us.
2. Harold was conquered by William.
3. The work will be done to-morrow.
4. Margaret has chosen the blue dress.
5. They have deceived the man by whom they were trusted.
6. Such an example incites young men to a noble career.
7. Every day's experience raised the boy in my esteem.
8. Men are bound together by a thousand ties.
9. Were these eaglets taken from the cliff?
10. Four powerful horses were attached to the dray.
11. They will take care of the child.
12. Judges and senates have been bought for gold.
13. I desire that they be called at once.
14. You would be taught your duty.
15. Is the man being punished for his crime?
16. Is it the book which the author wrote many years ago that is now being widely read?
17. He made the most of his opportunities.
18. They may not allow us to go.
19. They ordered him to be sent at once.
20. The last time they heard from James, he had been elected judge.
21. The people elected him judge because he was thought to be the most competent man.
22. They promised that the books would be sent to us as soon as they received them.

23. When they had been sent away, Mr. A. told us the facts, which were unknown to them.
24. Every one acknowledged him to be a genius.
25. The employer declared that the work was well done.

II. Tense.

1. Present.
2. Past.
3. Future.
4. Present perfect.
5. Past perfect.
6. Future perfect.

QUESTIONS.

Define tense. How many divisions of time are there? Of tense? Define all the tenses. What form of the principal verb is used in all perfect tenses? What auxiliary verbs are used to express tense? What tense does each of them express?

NOTES.—The tense of a verb is always determined by its form.
The perfect participial form is *always* used with an auxiliary verb.
The past indicative form is *never* used with an auxiliary verb.

III. Mode.

1. Indicative.
2. Potential.
3. Subjunctive.
4. Imperative.
5. Infinitive.
6. Participial.

QUESTIONS.

Define mode. Name its divisions. Give the literal meaning of each name. Define the six modes. Illustrate each by a sentence. Name the potential mode auxiliaries. What does

each of them express? How many tenses has each mode and what are they? Why does the potential mode have but four tenses? Which modes belong to the finite verb? To the non-finite verb? Why is the subjunctive mode so called? What conjunctions generally precede it? Distinguish between the indicative and the subjunctive mode? In what person is the subject of a verb in the imperative mode?

IV. Person.

1. First.
2. Second.
3. Third.

V. Number.

1. Singular.
2. Plural.

CONJUGATION.

Define conjugation. Define synopsis. Give the synopsis of the verb *see* in the common form, active voice, using first person, singular number. Give the same, using third person, singular number. Conjugate the verb *see* in the common form, active voice.

Conjugate the verb *be*.

Conjugate the verb *see* in the common form, passive voice. [Notice that this consists of the conjugation of the verb *be* with the past participle added to every form.]

What is the emphatic form? How is it formed? When do the auxiliaries *do* and *did* not express emphasis? What modes and tenses may take the emphatic form? Give all the emphatic forms of the verb *see*.

What is the progressive form? How does it differ from the common form in meaning? Conjugate the verbs *see* and *teach* in the progressive form, active voice. [Notice that this

SYNOPSIS OF THE VERB SEE.

MODE	PRESENT TENSE	PAST TENSE	FUTURE TENSE	PRESENT-PERFECT TENSE	PAST-PERFECT TENSE	FUTURE-PERFECT TENSE
Indicative	see	saw	shall or will see	have seen	had seen	shall or will have seen
Potential	May, can, must, or ought to see	might, could, would, or should see	_____	May, can, must, or ought to have seen	might, could, would, or should have seen	_____
Subjunctive	If — see	If — saw	_____	_____	If — had seen	_____
Imperative	See (you or thou)	_____	_____	_____	_____	_____
Infinitive	to see	_____	_____	to have seen	_____	_____
Participial	seeing	_____	_____	having seen	_____	_____

consists of the conjugation of the verb *be* with the present participle added to every form.]

Give all the progressive passive-voice forms that can be used.

EXERCISE.

Give the tense of all the verbs in Exercise 2, page 85, and the mode of all those whose form determines the mode.

Give the mode and tense of all the verbs in the exercise under voice, page 92.

Suggestions for further exercises.—Conjugate other verbs in all the different forms.

For rapid exercises.—Name all the properties of the verb, and have the class give the form. Give the verb and have class name the properties.

Give a verb form and require it to be changed one property at a time, or from one form of conjugation to another: as, *I may have seen*. Change to passive voice. *I may have been seen*. Change to indicative mode. *I have been seen*. Change to progressive form, active voice. *I have been seeing*. Change to past tense. *I was seeing*. Change to emphatic form. *I did see*, etc., etc.

EXERCISE.

Illustrate by sentences the correct use of the principal parts of the following verbs:—

Lay, lie, rise, raise, ought, flee, flow, fly, sing, spring, sit, set, fall, ride, come, run, learn, teach, guess, expect, get, may, can, mistake, burst, hang, prove.

THE SUBJUNCTIVE MODE.

Uses of the subjunctive:—

1. In the conditional or concessive clause, the subjunctive is:

used when the action or being is expressed as merely thought of, and is contrary to fact; the indicative is used when the action or being is assumed as a fact, or when the uncertainty lies merely in the speaker's knowledge.

2. The subjunctive is used to express a wish.

The past subjunctive denotes a wish for the present; as, I wish I *were* there. The past perfect subjunctive denotes a wish contrary to a past fact; as, I wish I *had been* there.

EXERCISES.

- I. Give all the subjunctive forms that differ from the indicative forms.

- II. Tell the difference in meaning between the italicized forms in the following sentences.

1. Though he *deceive* (*deceives*) me, yet will I trust him.
2. If he *is* (*were*) diligent, he *will* (*would*) succeed.
3. Though the burden *was* (*were*) heavy, he *carried* (*would carry*) it.
4. Though he *was* (*had been*) diligent, he *did* not (*would not have*) excelled.
5. If he *is* (*were*) guilty, the evidence *does* (*would*) not show it.
6. They insist that he *go* (*goes*) at once.

- III. Which of the italicized forms is preferable? Give the reason. Tell the mode.

1. If he *was* (*were*) there, I did not see him.
2. If he *was* (*were*) going, he would tell me.
3. I wish that I *was* (*were*) she.
4. If it *rain* (*rains*), they do not come.
5. If it *rain* (*rains*), they will not come.
6. If my friend *was* (*were*) in town, I should know it.
7. If my friend *was* (*were*) in town, he would call.
8. If ye *are* (*be*) men, fight.
9. See that no one *is* (*be*) forgotten.
10. If he *gain* (*gains*), it may ruin him.

11. If the book *were* (*was*) in my library, I would send it.
12. If the book *were* (*was*) in my library, some one has removed it.
13. Though the law *is* (*be*) severe, we must obey it.
14. He will do that, even though it *cost* (*costs*) him his life.
15. Whether he *go* (*goes*) or not, it is your duty to go.
16. If he *were* (*was*) elected, improvement would follow.
17. If he *were* (*was*) elected, he was not the best man.
18. If Mary *go* (*goes*), she will call for you.
19. If he *were* (*was*) wrong, he would admit it.
20. If he *were* (*was*) wrong, no one suspected it.
21. Unless the difficulty *be* (*is*) removed at once, failure will result.
22. I wish he *was* (*were*) willing to go.
23. I fear lest he *waits* (*wait*) for you.
24. If the picture *is* (*be*) admired by them, it is surely good.
25. I wish it *was* (*were*) possible for you to go.
26. If a man *do* (*does*) evil, he shall be punished.
27. Take care lest it *is* (*be*) injured.
28. Though he *is* (*be*) needy, they will not help him.
29. It would be disgraceful if he *was* (*were*) to fail.
30. If he *ask* (*asks*) pardon, shall you grant it?

SHALL AND WILL.

When mere futurity is expressed, *shall* is used in the first person, and *will* in the second and third. When volition or determination is expressed, *will* is used in the first person and *shall* in the second and third.

In indirect quotations, *shall* sometimes follows the third person and yet expresses mere futurity; as, My friend says that she *shall* go. If this be changed to a direct quotation, it will be found to be no exception to the rule; as, My friend said "I *shall* go."

This distinction is based upon the original meaning of *shall* (*to owe, to be obliged*) and *will* (*to will, to determine*). In other words *will* is used when the subject controls the action, and

shall is used when the subject is under the control of some external influence.

To express mere futurity, *will* is used in the second and third persons to show courtesy; *shall* is used in the first person to avoid seeming egotism.

When these auxiliaries are used in asking questions, the auxiliary which is expected in the answer should be used in the question; as, *Shall* you go tomorrow? I *shall*. *Will* you go with me? I *will*.

The same distinctions are made in the use of *would* and *should*.

EXERCISES.

I. *Distinguish in meaning between the following sentences:*

1. Shall (will) you speak to him?
2. Will (shall) he accompany you?
3. I would (should) have done no more than she.
4. I shall (will) never see you again.
5. Thou wilt (shalt) surely die.
6. I shall (will) endure it no longer.
7. He will (shall) be sent at once.
8. He says he shall (will) not go.
9. The teacher said that the boy should (would) go.
10. Shall (will) you be there tomorrow?
11. They will (shall) be rewarded.
12. He thought there should (would) be a reward offered.
13. They thought I should (would) wait for them.
14. If they should (would) come, all would be changed.
15. If I would (should) say so, you would (should) not trust me.
16. He should (would) have his own way.
17. You say that you shall (will) not consent.
18. Thou art what I should (would) be.
19. Shall (will) they be invited?
20. Truth, crushed to earth, shall (will) rise again.

I. *Fill the blanks in the following sentences with the proper auxiliary (will, shall, would, should):*

1. — I assist you?
2. We — assist you, if you desire it.
3. — you remain here all summer?
4. If we do that, we — be punished.
5. — I find you at home if I call this evening?
6. — I find you at home if I were to call this evening?
7. We — be glad if you — do this.
8. — he like you to go with him?
9. — you go with me?
10. I — be glad if it — stop raining.
11. She said she — go if that — please me.
12. She says she — expect you tomorrow.
13. Stay here and I — return soon.
14. You — see that the work is done promptly.
15. You — go with me, if you wish.
16. — you be sorry to leave?
17. I was afraid that I — lose my position.
18. I — like to go, and — go if I could.
19. We — be pleased to hear that he — soon return.
20. I — be pleased to go.
21. The employer decided that the workman — be discharged.
22. Do you expect that you — be invited?
23. If you — call, I — be glad to go.
24. John thinks that he — go, but says that James — not.
25. — I see you again?
26. — you call to see us this evening?
27. — you call to see them?
28. — you do me a favor?
29. — you be at liberty tomorrow?
30. We — prefer to go tomorrow.
31. He promised that it — not occur again.
32. My brother thinks he — go tomorrow.
33. My brother thinks they — send for him tomorrow.
34. I expected that he — accept the offer.
35. I — think he — demand more of them.
36. Henry had determined that he — not stay.
37. I — feel injured if he — treat me so.

38. — you be disappointed if he is (were) not elected ?
39. — you be on time, if you — start now ?
40. If he — fail to come, I — have to go.
41. If you — ask him, he — do it.
42. — you have opportunity to see him ?
43. — he have opportunity to see you ?
44. Did he think that I — lose my way ?
45. — there be opportunity to see you ?

MAY AND CAN.

Use the auxiliaries *can* and *could* to denote power or possibility; *may* and *might* to denote permission or probability.

EXERCISE.

Fill the blanks in the following sentences with the proper auxiliary:

1. — I have your pencil ?
2. — you tell me which way to go ?
3. The children asked whether they — have a holiday.
4. You — go, but I think you — do no good.
5. You said I — do the work. (Two meanings.)

AGREEMENT OF THE VERB WITH ITS SUBJECT.

A verb agrees with its subject in person and number.

Special rules.

- I. A compound subject whose parts are connected by *and* requires a plural verb.

Exceptions.

1. The verb is singular (*a*) when the subjects are different names for the same person or thing; (*b*) when the subjects name several things taken as a whole; (*c*) when singular subjects are preceded by *each*, *every*, *no*.

2. When subjects are emphatically distinguished, the verb agrees with the first and is understood with the second.
3. When several subjects follow a verb, for the sake of emphasis the verb may agree with the subject nearest it.
- II. When one subject is affirmative and the other negative, the verb agrees with the affirmative.
- III. When a verb has two or more subjects connected by *or* or *nor*, the verb agrees with the one nearest it.

NOTES.—If one of the subjects is plural, it is best to put it nearest the verb. When the subjects require different forms of the verb, it is better to express the verb with each subject; as, *Either she or I am going*, would be changed to *Either she is going or I am*.

- IV. When a verb has two or more subjects connected by *and* and differing in person, the first person is preferred to the second and the second to the third; as, *You, she, and I must go*. [The verb is in the first person.]
- V. A singular collective noun requires a plural verb when the individuals in the collection are thought of; a singular verb when the collection is thought of as a whole: as, *The crowd were* of one mind. *The crowd was* large.

EXERCISE.

Read correctly *the following sentences, and give reasons.*

1. Either they or I was (were) to blame.
2. Either they or I am (are) to blame.
3. From that source comes (come) all our troubles.
4. It don't (doesn't) mar the effect.
5. What privileges have (has) each of the members ?
6. Was (were) you there, Alice ?
7. There has (have) been several lost here.
8. Either the man or his sons have (has) been unfortunate.
9. Either of those pictures is (are) satisfactory.
10. The six days' work were (was) ended.

11. Which of all these books is (are) the best?
12. More than one has (have) passed.
13. One half of the men was (were) disabled.
14. Two thirds of the money was (were) lost.
15. He dare (dares) not do that.
16. It is I who is (am) calling you.
17. Six is (are) too many to send at once.
18. Five times nine is (are) forty-five.
19. Two, added to ten, makes (make) twelve.
20. Nobody but the members was (were) expected to go.
21. This book, as well as those others, was (were) written long ago.
22. Mrs. Brown, with her daughters, has (have) been here all summer.
23. The book is one of the best that ever was (were) written.
24. James, and not his sisters, was (were) responsible for that.
25. Happiness, honor, yea, life itself, were (was) sacrificed.
26. Two thousand dollars a year is (are) a small salary for him.
27. One or more words is (are) sometimes omitted.
28. There was (were) famine and distress to endure.
29. This and that house belong (belongs) to him.
30. Every man, woman, and child was (were) alarmed.
31. Porridge and milk was (were) his breakfast daily.
32. Not his houses, but his barn was (were) destroyed.
33. She, and I too, is (are) to be invited.
34. Why don't (doesn't) she do that?
35. Gulliver's Travels was (were) written by Swift.
36. I rejoice when any of them succeed (succeeds).
37. A boat or two have (has) passed.
38. Give me one of the books that is (are) lying on the table.
39. One of the men who work (works) there has lost his (their) home by fire.
40. The society hold (holds) their (its) meetings regularly.
41. He is one of those persons who has (have) rare ability.
42. Is (are) either of you going to-day?
43. What is (are) the voice, the mode, and the tense of the following verbs?
44. Any of those boys is (are) able to answer the question.
45. Sufficient data has (have) been given to solve it.
46. Thou art the man that has (hast) done this.

47. Three hundred pounds of wheat is (are) sufficient for their use.
48. His wages is (are) five dollars a day.
49. Their wages range (ranges) from one to five dollars a day.
50. The ebb and flow of the tides were (was) explained by Newton.
51. When there is (are) more than one way, choose the best.
52. A soldier and statesman live (lives) in yonder house.
53. Nine tenths of the trouble was (were) unnecessary.
54. Why is (are) dust and ashes proud?
55. A great part of the statements is (are) false.
56. One of you is (are) mistaken.
57. There is (are) a class of boys in the room.
58. The senate was (were) divided in its (their) opinion.
59. The senate has (have) voted against the bill.
60. The Spanish fleet was (were) destroyed.
61. The jury were (was) not unanimous.
62. The society invites (invite) you to come.
63. The society is (are) invited to take part.
64. The society enjoy (enjoys) the study they are pursuing.
65. The greater part of the audience was (were) pleased.
66. A committee was (were) appointed to do the work.
67. The higher class look (looks) with scorn on those below them it.
68. The public is (are) respectfully invited.
69. All the world is (are) spectators of your conduct.
70. Generation after generation pass (passes) away.

PROGRESSIVE AND PASSIVE-VOICE FORMS.

State the difference in meaning between the progressive form of the verb and the verb *be* followed by the present participle used as subjective complement; between a verb in the passive voice and the verb *be* followed by a perfect participle used as subjective complement.

Point out the verbs in the progressive form; verbs in the passive voice; verbs followed by participial forms used as subjective complements:

1. The man is deceiving himself.
2. The height of the mountain is deceiving.
3. The coat was not worn at all when I saw it.
4. Such a coat was worn by all the boys.
5. I may have been mistaken, but I thought I was right.
6. They are not prepared to go.
7. He is winning great applause.
8. His greatest joy is doing for others.
9. He was not decided in his opinion.
10. He was tired when he spoke.
11. The work was easily accomplished.
12. His favorite sport was playing ball.
13. You may have been mistaken for me.
14. The child is winning in her ways.
15. The lady is accomplished.
16. The interior of the house is elegantly finished.
17. The food was prepared for use.
18. I was obliged to return.
19. The result is pleasing to all.
20. He is doing his duty to others.
21. The question has not been decided.
22. He was playing ball yesterday.
23. The building was finished yesterday.
24. I was reciting my lesson.
25. The witness is sworn before he takes the stand and is then sworn to tell the truth.
26. My greatest difficulty was reciting my lesson.
27. They had been encouraging us to go.
28. I am obliged to you.
29. They were skating on the pond.
30. The prospects had heretofore been encouraging.
31. Their favorite winter sport is skating.
32. I am inclined to believe it.
33. The tower is inclined a foot.

EXERCISE.

Parse the verbs in the following sentences. (These sentences may be used for other exercises on the verb.)

1. Why doth the man seek thy harm?

2. He has done this work so well that I shall let him do it hereafter.
3. They are to go when they are called.
4. I will not let thee go, except thou promise me this.
5. Had the chorister been present, we should have had better music.
6. Who art thou that judgest another?
7. I suppose he was dreaming.
8. See that there be no traitors in your camp.
9. They may think him to be honest.
10. He may be thought to be honest.
11. He ought to have gone as soon as he was called.
12. The day having been spent in hard labor, he was compelled to rest.
13. Beware lest thou be led into temptation
14. We were waiting for you to come.
15. May you always be prosperous.
16. We had not seen them coming.
17. We should have known of their being sent for.
18. If he had desired you to go, he would have asked you.
19. The child was being taught to read.
20. I would that I were with him.
21. Lead you the way who know the spot.

THE ADJECTIVE.

Classes.

I. Descriptive.

II. Definitive.

Property.

I. Comparison.

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

QUESTIONS AND EXERCISES.

Define an adjective. What offices may it fill in a sentence? Illustrate each. Name the two classes of adjectives. Define

each. Give a list of twenty descriptive adjectives. Of twenty definitive adjectives. Distinguish between an adjective pronoun and a pronominal adjective. Distinguish as to use between *a* and *an*. Between *a* or *an* and *the*. Define comparison. Name and define the three degrees. In what two ways is the comparative degree formed? The superlative degree? Why are there two ways? How are compound adjectives compared? What adjectives have numbers?

Compare *all of the following adjectives that can be compared. Compare some of them below the positive:*

High, healthful, red, easy, polite, black, gentle, curious, beautiful, narrow, thoughtful, angry, square, peaceable, preferable, good, bad, far, noble, little, diligent, infinite, serene, final, much, many, universal, round, wretched, sick, ill-mannered, rural, good-natured, dry, fore, merry, idle, late, *up, *out, *in.

If the study of the adjective in sentences seems necessary at this point, use sentences from the various lists for analysis.

POINTS TO NOTICE IN THE USE OF ADJECTIVES.

1. *The, a, or an* should be repeated before connected adjectives that do not modify the same noun; as, *The first and the second chapter.* *The, a, or an* should not be repeated before connected adjectives that modify the same noun; as, *the first and second chapters.*

2. *The, a, or an* should be repeated before connected nouns denoting objects that are to be distinguished from each other, or emphasized.

3. *The, a, or an* should be omitted—

(1). Before common nouns referring to a kind generally; as,
They live in that kind of *house*.

*The positive form is an adverb.

(2). Before a word used merely as a title; as, He received the rank of *captain*.

(3). Before a word used merely as a word; as, *House* is a noun.

4. *A few* and *a little* are opposed to none; as, *A few* came, although the night was stormy. *Few* and *little* are opposed to *many* and *much* respectively; as, Few were there, because the night was stormy.

5. Place adjectives where there can be no doubt as to what you intend them to modify.

6. When several adjectives modifying the same noun are of the same rank, arrange them according to sound—usually in the order of length, the shortest first; when they are of different rank, place nearest the noun the one most closely modifying it, and the others in the order of their rank.

7. Notice in expressing comparison—

(1). Use the comparative degree when two objects are compared; as, This is the *better* of the two*.

(2). Avoid double comparatives and superlatives; as, *more happier, lesser, most happiest*.

(3). Avoid comparing adjectives whose meaning will not admit of comparison; as, *preferable, correct*.

(4). When the comparative degree is used, the general term should exclude the particular; as, *This* is more satisfactory than any *other book*. *He* does better than his *companions*.

(5). When the superlative degree is used, the general term should include the particular; as, *This* is the most satisfactory of *all the books*. *Texas* is the largest of *all the states in the Union*.

*Some authorities permit the superlative degree in such sentences, as the construction is the same as is used with the superlative degree.

- (6). An adjective denoting one or more than one must agree with the noun it modifies in number; as, *This kind* of people will succeed. (A numeral denoting more than one may be joined to a singular noun to form a compound adjective; as, *A ten-foot pole, forty-acre field.*)
8. Use apt adjectives.

EXERCISE.

Read correctly the following sentences. (Not all are incorrect.)

1. He does not deserve the name of (a) gentleman.
2. (A, the) lion is the emblem of England.
3. Which can run fastest, your brother or you?
4. Rhode Island is smaller than any state in the Union.
5. Rhode Island is the smallest of any state in the Union.
6. (A) little assistance would do some good.
7. Which is more preferable in your judgment?
8. Houses stood on either side of the street.
9. This is the last news we have received.
10. Cromwell was made a protector.
11. I have nothing farther to say.
12. He has not done the half of his work.
13. That place has more beautiful residences than any town of its size.
14. He is not that kind of (a) man.
15. St. Peters' is larger than any church in the world.
16. Of two evils, choose the least.
17. Ethel's manner is more pleasing than her playmate's.
18. What kind of (a) sentence is this?
19. She is a lovable and amiable girl.
20. Love (the) good; shun (the) evil.
21. There is a long and a narrow street leading to the place.
22. I expected some such an answer.
23. Both the large and (the) small house were burned.
24. Both the large and (the) small houses were burned.
25. Nothing delights me so much as a sail on the lake.
26. This is a colder day than any I ever saw in the North.
27. This is the coldest day I have ever seen.

28. The best of the two is to be chosen.
29. Less people were there today than yesterday.
30. Neither the man nor (the) woman was injured.
31. He is an older and (a) wiser man.
32. There is another and better world.
33. That opinion is too universal to be easily corrected.
34. I like these kind of apples.
35. I enjoy the summer more than winter.
36. Distinguish between the transitive and (the) intransitive verb.
37. A great and a good man looks beyond time.
38. What sort of (a) charm do they possess?
39. The highest title in the state is that of the governor.
40. I have the most entire confidence in him.
41. (A) few were there, but not many.
42. This (these) kind of house (houses) will be in demand.
43. She of all other girls in the class would do the best.
44. London has the largest population of any city in the world.
45. London has a larger population than any city in the world.
46. He is a better writer than (a) speaker.
47. The two boys protected one another.
48. Nothing ever affected her so much as this disappointment.
49. The two highest pictures on that wall are beautiful.
50. We had traveled no less than twenty miles.

THE ADVERB.

Classes.

- I. Time; as, *now, daily, often, since, always*, etc.
- II. Place; as, *here, there, hither, whence, off, forth*, etc.
- III. Degree; as, *much, less, too, so, as, the, all*, etc.
- IV. Manner; as, *so, well, like, ill, aloud, how*, etc.
- V. Cause; as, *why, hence, therefore*, etc.
- VI. Affirmation and negation; as, *truly, not, no, certainly*, etc.
- VII.*Emphasis; as, *only, also, even, too*, etc.
- VIII.†Position; as, *there*.

IX. Order; as, *first*, etc.

Property.

I. Comparison.

(Same as adjective).

QUESTIONS AND EXERCISES.

What is an adverb? Meaning of the word? Into what classes is the adverb divided according to its meaning? Give a list of adverbs under each class. Into what classes is the adverb divided according to its use? Illustrate each by a sentence. What is an adverb of emphasis? What parts of speech may it modify? What is an adverb of position? Why is it so called? What word is so used? Illustrate by a sentence. Use in a sentence an adverb modifying a phrase. A clause. A sentence. What is a phrase adverb? Name six phrase adverbs. How do they differ from a prepositional phrase? Use the following words in sentences as adjectives and as adverbs, and distinguish between the two uses: Much, little, hard, pretty, well, ill, no, only, first, last, fast, like, near. Define comparison. Define the three degrees of comparison. Compare twenty adverbs.

POINTS TO NOTICE IN THE USE OF ADVERBS.

1. Use appropriate adverbs.
2. Place adverbs in such a position that the intended meaning of the sentence will be plain.
3. Do not use adverbs needlessly.
4. Avoid the use of two negatives unless you wish to affirm.

*They may modify nouns, pronouns, phrases, clauses, or sentences.

†Called by some grammarians an expletive. Do not confuse with *there*, the adverb of place.

EXERCISE.

I. *Read correctly the following sentences. (Not all the sentences are incorrect.)*

1. I cannot hardly endure it.
2. That is easier said than done.
3. He is some better just now.
4. He only spoke to me, not to you.
5. A naval battle is where two war vessels fight.
6. Come quick and see this.
7. It is not near as cold as it was yesterday.
8. Some adjectives end the same as adverbs, in *ly*.
9. He isn't going; I don't think.
10. Repeat the word over again.
11. I was very pleased to see you.
12. He is not such a pleasing writer as the other.
13. He is not such a writer as the other.
14. He acted manly through it all.
15. All the sentences are not correct.
16. We can walk no farther (further).
17. Nothing farther (further) was said about the matter.
18. He did not do it, nor I neither.
19. He is as (so) tall as his brother, but not as (so) tall as I.
20. Whenever I see him, he always speaks of you.
21. I do not like too much sugar in my tea.
22. He was too injured to recover soon.
23. He ought to dress suitable to his position.
24. This book is something like mine.
25. Most any one will do the work as good as he.
26. He continued to read on.
27. I could not have walked such a long distance.
28. The people where they visited are Scotch.
29. Can you walk that far?
30. From whence did he come?
31. I only saw one that was desirable.
32. He had not scarcely a moment to spare.
33. No other author has spoken nobler nor loftier than this one.
34. I can but pity him.
35. I cannot but pity him.

36. She is not as amiable as her sister.
37. All that we hear, we should not believe.
38. I not only bought the horse, but the buggy also.
39. Verbosity is when too many words are used.
40. He can illy afford to do that.
41. He cannot expect to return, I don't think.
42. He reads just like you do.
43. He did not do the work as satisfactory as he might.
44. They seldom or ever do so well as they know.
45. We need not nor will not follow his suggestion.

II. *Which of the italicised words in each of the following sentences is correct? State reasons.*

When the word following the verb describes an *action* expressed by the verb, it should be an adverb; when it follows a verb expressing being or state of being, and applies to the subject, it should be an adjective.

1. The soldiers fought brave (bravely).
2. The child looked beautiful (beautifully).
3. He was dressed fine (finely).
4. The music sounds sweet (sweetly).
5. It tastes very strong (strongly) of salt.
6. The carriage rides easy (easily).
7. She can ride twenty miles easy (easily).
8. Your piano sounds different (differently) from ours.
9. He acted far different (differently) from that.
10. It looks strange (strangely) to see you here.
11. He bought the house cheap (cheaply).
12. He stood firm (firmly) for the right.
13. He stood firm (firmly) in his place.
14. How sweet (sweetly) the roses smell!
15. She looked cold (coldly) when she came into the room.
16. She looked cold (coldly) on the offer that was made to her.
17. The jacket feels comfortable (comfortably).
18. The jacket goes on easy (easily).
19. Treat them kind (kindly).
20. The wind blew cold (coldly) that day.
21. The wind blew fierce (fiercely) from the north.

22. He acted independent (independently).
23. Today is not near (nearly) as (so) cold as yesterday.
24. That may be done easy (easily) enough.
25. I had not heard of her previous (previously) to that time.
26. She felt bad (badly) about the result of her efforts.
27. She lived happy (happily) there for many years.
28. The discussion waxed warm (warmly).
29. The tree grew rapid (rapidly).
30. The tree has grown beautiful (beautifully).
31. He looked reproachful (reproachfully) at me.
32. She reached home safe (safely).
33. The ice froze solid (solidly).
34. The storm is growing furious (furiously).
35. The storm is raging furious (furiously).
36. The child is lying very quiet (quietly).
37. The sun shines bright (brightly) on yonder hill.
38. The fruit has kept good (well).
39. The picture hangs crooked (crookedly).
40. They live free (freely) from care.
41. The child sat perfectly quiet (quietly), listening to the music.
42. He stands awkward (awkwardly).
43. The house is kept neat (neatly).
44. The sound was heard distinct (distinctly).

THE VERBAL.

Classes.

I. According to form.

1. Regular.

To walk, walked, having raised.

2. Irregular.

To go, seen, having risen.

II. According to relation to an object.

1. Transitive.

I wish to see you. The man denied having been seen.

2. Intransitive.

I wish *to go*. He escaped punishment *by running away*.

Properties.

I. Voice.

1. Active.

He expects *to employ* the man. They enjoyed *seeing* you.

2. Passive.

The man expects *to be employed*. The place *selected* is beautiful.

II. Form.

1. Infinitive.

To see, to have been seen, to have employed.

2. Participial.

Seeing, having been seen, employed.

III. Tense.

Infinitive form.

1. Present.

To see, to go, to be seen.

2. Present perfect.

To have seen, to have gone, to have been seen.

Participial form.

1. Present.

Seeing, going, being seen.

2. *Past.

Seen, employed, sent, studied.

*Notice that the past participle is always in the passive voice, and is the only passive form that does not require as an auxiliary some form of the verb *be*.

3. Present perfect.

Having seen, having gone, having been seen.

QUESTIONS.

Define a verbal. Name and define its classes according to form. According to relation to an object. Illustrate each by a sentence. What properties has the verbal? Define each property. Define the two divisions of voice and illustrate each by a sentence. What two forms has the verbal? In what tenses is the infinitive used? The participle? Illustrate each tense by a sentence, using both voices. What is peculiar about the form of the past participle?

EXERCISE.

Parse the verbals found in the sentences pp. 113. Use other sentences containing verbals if more parsing is desirable.

POINTS TO NOTICE IN THE USE OF THE VERBAL.

1. When the time indicated by the infinitive is present or future in its relation to the verb, the present infinitive is used rather than the perfect infinitive.
2. Do not use the conjunction *and* and a finite verb to express the meaning of an infinitive.
3. When a participle refers in meaning to some noun or pronoun, it must have grammatical connection with that noun or pronoun.
4. The verb part of an infinitive should always be expressed; as, *He went because he was told to* should be changed to, *He went because he was told to go.*
5. An adverb should seldom be used between the two parts of an infinitive.

EXERCISE.

Read correctly the following sentences, and state reasons for corrections. (Not all are incorrect.).

1. I should like to have gone.
2. He seems to always be busy.
3. I don't see you so often as I used to.
4. I should not have let her gone.
5. I am glad to have seen Niagara Falls.
6. Being absent yesterday, I am unable to recite today.
7. Try and do better next time.
8. If I bid you to go, will you dare to stay?
9. Knowing of your interest, that statement surprised me.
10. It would have been a pleasure to have seen you.
11. I expected to go long before this.
12. Do as I told you to.
13. I am glad to have met you.
14. Desiring to see you, our stay there was shortened.
15. They must stop some place and eat their dinner.
16. I intended going yesterday.
17. Please to do me the favor.
18. He could not have failed to have aroused him.
19. She will come and visit us.
20. Allowing for all possible delay, they should be here now.
21. Decide to do your best work and do it at once.

THE PREPOSITION.

QUESTIONS.

Define a preposition. What three forms may the object of a preposition take? Illustrate each by a sentence. Show by a sentence how a word that is usually a preposition may be used as an adverb. As a noun. As an adjective. Name twenty prepositions. Name five compound prepositions. Name ten phrase-adverbs. Name five prepositions which have a participial form.

EXERCISES.

- I. *Parse the prepositions in the sentences under prepositional phrase, p. 28. (Continue the parsing only as far as seems necessary.)*
- II. *Use in sentences the following prepositions:*
Among, between, beside, besides, but, down, up, for, in, into, notwithstanding, off, on, upon, over, since, through, throughout.
- III. *Use in sentences each of the following words with the prepositions accompanying it, and note the different relations expressed:*

Agree *to, with*; angry *at, with*; argue *with, against*; different *from*; communicate *to, with*; compare *to, with*; familiar *to, with*; resistance *to, of*; die *by, of, for*; consists *in, of*; defend *against, from*; differ *with, from*; indulge *in, with*; taste *for, of*; provide *for, with, against*; part *from, with*; adapted *to, for*.

POINTS TO NOTICE IN THE USE OF PREPOSITIONS.

1. Use appropriate prepositions.
2. Do not use prepositions needlessly.
3. Do not omit prepositions when needed.

EXERCISE.

Read correctly the following sentences, and state reasons for corrections. (Not all are incorrect.)

1. She fell out of the boat in (into) the water.
2. This pronoun is singular number.
3. The book fell off of the table.
4. Listen to (at) what he says.
5. I waited on him two hours.
6. He was presented with a fine horse.
7. She was entertained by (with) music.

8. He examined into the account.
9. This is of no use to me.
10. Where did he get this from?
11. Where did he come from?
12. This corresponds to (with) the statement he made to me.
13. I have found a friend to (in) whom I can confide.
14. Leave a space between the lines.
15. Where are you going to?
16. I had never met with such a person before.
17. It was nearly this size.
18. One half of thirty-eight equals to nineteen.
19. What changes time has produced upon our country.
20. This is the child of whom I told you about.
21. What benefit is this to him?
22. He lives for himself instead of for others.
23. He said for you to come.
24. The train stopped at Cedar Falls.
25. The people received help from England and France.
26. A good place to live is in Chicago.
27. I agree with that plan.
28. He graduated at Yale with honors.
29. I have been to school to-day.
30. I cannot help differing with you on that subject.
31. He did not ask for me, but you.
32. Chicago is a good place to live in.
33. They are independent from each other.
34. The man is worthy your help.
35. Take heed of this maxim.
36. That man is liberal with his money.
37. They must be insensible to their danger.
38. The child can count up to one hundred.
39. There is nothing to prevent him from going.
40. The army camped around about the town.
41. I will go in about an hour.
42. This is different than what I expected.
43. He threw the letter in (into) my hand.
44. He placed the letter in (into) my hand.
45. Little knowledge is acquired by such study.
46. This book is different to yours.
47. He was averse to such an action.

THE CONJUNCTION.

Classes.

I. Co-ordinate.

1. Copulative: *and, as well as.*
2. Adversative: *but.*
3. Alternative: *or, nor.*

II. Subordinate: *as, because, since, for.***QUESTIONS.**

Define a conjunction. Define its classes. Use in sentences a conjunction of each class. Distinguish between a conjunction and a conjunctive adverb. Illustrate by words this distinction. Give a list of each. What are correlative conjunctions? Name ten correlatives. Use them in sentences. What parts of speech may the first term of the correlative conjunction be? The second term?

Points to notice in the use of conjunctions and other connectives.

1. Use apt connectives.
2. Avoid the use of needless connectives.
3. Connected words, phrases, and clauses referring to other words, phrases, and clauses, should make good sense with what is referred to.
4. Do not use *without* nor *like* in place of conjunctions.
5. Use *nor* to express negation.
6. Notice in using correlatives.
 - (1.) The first term of the correlative should immediately precede the first of the connected words.
 - (2.) *Or* is the proper correlative of *either*.
 - (3.) *As* — *as* is used when equality is expressed; *so* — *as* when inequality is expressed, or with a negative statement.

(4.) *Than* follows *else*, *other*, *otherwise*, *rather*, when comparison is expressed. *But* follows *else* and *other* when something additional is implied.

7. Distinguish between *that*, *but that*, and *but what*. Use *that* to introduce a noun clause expressing affirmation. In these expressions, *but* is a preposition, equivalent to *except*. *But that* used before a noun clause offsets a negative verb, or is equivalent to a negative; as, *I do not know but that it is so* is equivalent to *I do not know anything except (to the contrary) that it is so*, and is correct. *I do not doubt but that it is so* is equivalent to *I do not doubt anything except that it is so*. This is incorrect because it is evidently not the intended meaning. The sentence should read, *I do not doubt that it is so*. *What* is a pronoun and should not be used in place of the conjunction *that*; as, *I do not know but what it is so* is incorrect and *what* should be changed to the conjunction *that*. *He has nothing but what he earns* is correct because *what* is here used as a pronoun. *What* should not be used after *but* unless it is equivalent to *that which*.

8. When an alternative is implied, use *whether*, not *if*.

EXERCISE.

Read the following sentences correctly, and state reasons for corrections. (Not all are incorrect.)

1. He looks like he had been working.
2. I cannot go without he comes.
3. She asked me if this was correct.
4. They always have and always will help him.
5. I do not think that it is true.
6. I do not think but that it is true.
7. I do not doubt but that it is true.
8. I do not think but what it is true.
9. He is not so old, but taller than his brother.
10. Nothing else but his friendship saved us.
11. They will either go by boat or by rail.

12. He offered no help either to my friend nor me.
13. He not only refused to go but to allow us to go also.
14. They did not call for you nor me either.
15. The book that I read is excellent, and which cannot be said of all his works.
16. This is as good or better than that.
17. He not only offered us money, but also the shelter of his home.
18. No other course but that was open to him.
19. I do not deny but that he can do better than I.
20. He will neither give us help or allow the others to do so.
21. He is strong both in body and mind.
22. The effect is different than I expected to see.
23. It proved to be no one else but my brother.
24. I cannot believe but what he did it.
25. He did like he was told.

THE INTERJECTION.

QUESTIONS.

Define an interjection. Name ten interjections and tell what feeling each expresses. How do words from other parts of speech become interjections? As what element in the sentence is the interjection used?

MISCELLANEOUS SENTENCES FOR CORRECTION.

Read the following sentences correctly and state reasons why they are correct. (Some of the sentences are correct.)

1. Who who (that) saw it will forget it?
2. Her hair that (which) was dark brown was beautiful.
3. These are the same girls as (that) were here yesterday.
4. That man that (who) is coming is my friend.
5. They asked for Clara and myself.
6. Old English poetry was very different from what it is now.
7. The pupils soon get acquainted with one another.
8. They succeed no better than we (us).

9. He said that you and me (I) might go.
10. He told you and I (me) to go.
11. Who (whom) do you think I am?
12. Who (whom) do you take me to be?
13. It must have been her (she) that you saw, not I (me).
14. I gave it to the man who (whom) I thought was the proprietor.
15. Between you and I (me) I cannot believe it was him (he).
16. Who (whom) did you ask, I (me)?
17. Its being he (him) should make no difference.
18. Father bought my brother and I (me) tickets.
19. You disappointed them as well as we (us). (Two meanings.)
20. He (him) who had been her friend, she now found to be false.
21. I wish I were (was) there.
22. He deserves the title of (a) duke.
23. A (the) lion is the emblem of England.
24. Study the first and (the) second chapter.
25. Study the first and (the) second chapters.
26. He answered better than any boy in his class.
27. This carriage rides easy (easily).
28. The wind blows cold (coldly).
29. How sweet (sweetly) the rose smells.
30. He is some better to-day.
31. The coat goes on easy (easily).
32. You cannot do the work so (as) good (well) as he (him).
33. Whenever he was asked he always said that he thought this more preferable.
34. It is not so (as) large as that, it is the size of this.
35. He was presented with books.
36. When he came in the room, he asked where they were going to.
37. Do this like (as) she told you to do it.
38. I expected to have finished the work before this.
39. I don't know but what you are right.
40. I don't doubt but what you are right.
41. He has nothing but what he earns.
42. I don't know if he can come.
43. You can (may) come to see me whenever you can (may) find time.

44. Shall (will) you have time to call ?
45. Shall (will) there be time to call ?
46. Though I would (should) die for it, yet, would (should) I do it.
47. He knew that water is (was) composed of H and O.
48. If she was (were) there, I did not see her.
49. If she was (were) going she would tell me.
50. If I was (were) he, I would (should) wish I was (were) going too.
51. Three-fourths of the earth's surface is (are) water.
52. The ebb and flow of the tides were (was) explained by Newton.
53. Nobody but the speakers sit (sits) on the platform.
54. One of the men who works (work) there have (has) lost their home by fire.
55. Nine times three are (is) twenty-seven.
56. Either the father or his sons are (is) going.
57. She not only dressed richly but tastefully.
58. Gold is heavier, but not so useful as iron.
59. They praised James, him (he) who spoke.
60. I would go if I were (was) him (he).
61. If any one succeeds, it will surely be she (her).
62. Who (whom) can you get to do the work ?
63. We will refer the question to whoever (whomever) is honest.
64. Do you know who (whom) they intended to ask ?
65. I saw a lady whom (who) I took to be your friend.
66. His (he) being absent, the work was postponed.
67. Who called ? I don't know whom (who).
68. Every one of we (us) girls is (are) going.



SELECTIONS FROM LONGFELLOW'S
EVANGELINE.

(By permission of Houghton, Mifflin & Co.).

To be used for analysis and in the study of the parts of speech.

In the Acadian land, on the shores of the Basin of Minas,
Distant, secluded, still, the little village of Grand-Pré
Lay in the fruitful valley. Vast meadows stretched to the
eastward,
Giving the village its name, and pasture to flocks without
number.
Dikes, that the hands of the farmers had raised with labor
incessant,
Shut out the turbulent tides; but at stated seasons the flood-
gates
Opened and welcomed the sea to wander at will o'er the
meadows.
West and south there were fields of flax, and orchards and
cornfields
Spreading afar and unfenced o'er the plain; and away to the
northward
Blomidon rose, and the forests old, and aloft on the mountains
Sea-fogs pitched their tents, and mists from the mighty Atlantic
Looked on the happy valley, but ne'er from their station de-
scended.
There, in the midst of its farms, reposed the Acadian village.
Strongly built were the houses, with frames of oak and of
hemlock,
Such as the peasants of Normandy built in the reign of the
Henries.
Thatched were the roofs, with dormer-windows; and gables
projecting
Over the basement below protected and shaded the doorway.
There in the tranquil evenings of summer, when brightly the
sunset
Lighted the village street, and gilded the vanes on the
chimneys,
Matrons and maidens sat in snow-white caps and in kirtles
Scarlet and blue and green, with distaffs spinning the golden

Flax for the gossiping looms, whose noisy shuttles within
 doors
 Mingled their sound with the whir of the wheels and the songs
 of the maidens.
 Solemnly down the street came the parish priest, and the
 children
 Paused in their play to kiss the hand he extended to bless
 them.
 Reverend walked he among them; and up rose matrons and
 maidens,
 Hailing his slow approach with words of affectionate welcome.
 Then came the laborers home from the field, and serenely the
 sun sank
 Down to his rest, and twilight prevailed. Anon from the
 belfry
 Softly the Angelus sounded, and over the roofs of the village
 Columns of pale blue smoke, like clouds of incense ascending,
 Rose from a hundred hearths, the homes of peace and content-
 ment.
 Thus dwelt together in love these simple Acadian farmers,
 Dwelt in the love of God and of man. Alike were they free
 from
 Fear, that reigns with the tyrant, and envy, the vice of re-
 publics.
 Neither locks had they to their doors, nor bars to their
 windows;
 But their dwellings were open as day and the hearts of the
 owners;
 There the richest was poor, and the poorest lived in abundance.
 * * * * * * * * * * *
 Now had the season returned, when the nights grow colder
 and longer,
 And the retreating sun the sign of the Scorpion enters.
 Birds of passage sailed through the leaden air, from the ice-
 bound,
 Desolate northern bays to the shores of tropical islands.
 Harvests were gathered in; and wild with the winds of Sep-
 tember
 Wrestled the trees of the forest, as Jacob of old with the angel.
 All the signs foretold a winter long and inclement.

Bees, with prophetic instinct of want, had hoarded their honey
Till the hives overflowed; and the Indian hunters asserted
Cold would the winter be, for thick was the fur of the foxes.
Such was the advent of autumn. Then followed that beautiful season,

Called by the pious Acadian peasants the Summer of All-Saints!

Filled was the air with a dreamy and magical light; and the landscape

Lay as if new-created in all the freshness of childhood.

Peace seemed to reign upon earth, and the restless heart of the ocean

Was for a moment consoled. All sounds were in harmony blended.

Voices of children at play, the crowing of cocks in the farm-yards,

Whir of wings in the drowsy air, and the cooing of pigeons,

All were subdued and low as the murmurs of love, and the great sun

Looked with the eye of love through the golden vapors around him;

While arrayed in its robes of russet and scarlet and yellow,

Bright with the sheen of the dew, each glittering tree of the forest

Flashed like the plane-tree the Persian adorned with mantles and jewels.

* * * * *

Then up rose from his seat by the fireside Basil the black-smith,

Knocked from his pipe the ashes, and slowly extending his right hand,

“Father Leblanc,” exclaimed he, “thou hast heard the talk in the village,

And, perchance, canst tell us some news of these ships and their errand.”

Then with modest demeanor made answer the notary public,

“Gossip enough have I heard, in sooth, yet am never the wiser;

And what their errand may be I know no better than others.

Yet am I not of those who imagine some evil intention

Helps and Aids in Teaching U. S. History.

Ensign's Outlines, Tables and Sketches in U. S. History.

By S. Laura Ensign, for years in the Iowa Normal School. Teachers' Edition. The best and most complete outlines in U. S. History published. The outlines systematize the matter and are an aid in studying the subject from a variety of books. It can be used for all classes. This book is also used by thousands of pupils in all parts of the country, including many of the public schools of the city of Chicago. Price, 25 cents; per dozen, \$2.40.

Ensign's Note Book and Outline.

New edition, just out. Contains Outlines, Notes, Questions and Suggestions. Blanks to be filled by the pupils. Skeleton Maps of Important Campaigns, List of Cabinet Officers, Chart showing Times and Duration of Power of all Political Parties, etc. Also 24 pages blank paper for additional notes. For use of pupils. Price, 25 cents; per dozen, \$2.40.

Ensign's Outlines in Ancient, Mediaeval and Modern History.

New Edition, Issued November, 1896. A most thorough set of Outlines, Notes and Maps. All names difficult of pronunciation respelled or diacritically marked. Also 80 pages of blank paper for notes, items of interest, etc., to be filled in by the teacher or student. This new edition is perfect in matter and workmanship. Cloth bound; 262 pages. Price, 75 cents. Favorable rates given for class use.

Freeman's Improved Historical Cards.

One thousand Facts in U. S. History. 200 cards in neat box, with full directions for use at home and in the school room. Thousands of boxes sold, and purchasers use them "until they wear out." Price, 75 cents.

Trainer's How to Teach and How to Study U. S. History.

Proceeding upon the assumption that the student should remember Important Facts, the author presents by means of admirable Brace Outlines for the Blackboard, a Series of Object Lessons in History. This work also contains a Blackboard Analysis of each Topic in United States History, Directions for teaching and studying each Topic, Methods, Written and Oral Reviews, 1,000 Questions and Answers on U. S. History, Questions on Individual States and Territories, etc. It teaches a pupil how to study his lesson, how to find the prominent facts needed, how to find parallel authorities. Cloth; 328 pages; Price, \$1.00.

Freeman's General History Cards.

A set of 136 Cards, 700 interesting facts about Persons, Events, Dates, Battles, Countries, Religions, Places, Movements, Wars of all Nations. The statements are perfectly reliable and gathered from the best authorities. Price, 50 cents.

A. FLANAGAN, CHICAGO.

GIBSON'S SCHOOL HISTORY OF THE UNITED STATES.

PLAN OF THE BOOK.

This book is arranged with the view of aiding the student in breaking away from the habit of studying the printed page rather than the thought expressed by it. This is done by—

I. *The Topical Arrangement of Matter.*

The chain of events, logically and geographically associated, has been followed to a conclusion, regardless of contemporary events in other places. The *time* element is used only as a guide to keep in mind the order of events. Our effort has been to keep chronology from dissecting the story.

II. *A Large Use of Maps or Charts.*

As matters of historic interest occur on the earth, *locality* becomes an essential element in the study of history. The logical sequence of events and geographical position are emphasized in this text.

III. *Historic Parallel Readings.*

The mind demands more than a bare statement of facts. With this in mind we have suggested the parallel readings in order to hold the student longer to each topic under discussion.

IV. *Associating Pure Literature Bearing Upon Subjects Kindred to That Under Consideration.*

The study of history means much more to one whose mind is a gallery of pictured historic and literary images than to one who sees nothing but the printed pages of the text book.

V. *Historic Geography.*

The study of the earth as the home of man in all his activities and relations to its teeming life, is of infinite value and pleasure. The study of certain localities at the time they are of special interest through their historic associations, has therefore been suggested.

VI. *Elementary Civics.*

History and Civics are logically and chronologically associated. They sprung from the same fountain and must ever flow onward together. It would seem therefore that the most appropriate time to study the ethics, principles, and forms of government, is while the student's attention is directed to them through the study of history.

The book contains 56 **Maps and Charts**, 18 full page Half-Tone Engravings—besides many smaller ones. All the Presidents, the leading Poets and other noted persons are shown in beautiful Half-Tone Engravings. The book is up to date and is by a practical school man now in school work.

Price, 512 pages—cloth sides, leather back, \$1.00.

Favorable terms for introduction and exchange.

A. FLANAGAN,
267-269 Wabash Ave., CHICAGO.



LIBRARY OF CONGRESS



0 003 272 473 5